DOCUMENT RESUME

ED 040 110	SO 000 041
TITLE	Bibliography on Planned Social Change (with Special Reference to Rural Development and Educational Development). Volume III, Government Reports, U.N. Reports and Proceedings of Special Conferences.
INSTITUTION	Minnesota Univ., Minneapolis. Dept. of Political Science.
SPONS AGENCY	Agency for International Development, Washington, D.C.
PUB DATE	1 Jan 67
NOTE	198p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$9.85
DESCRIPTORS	Abstracts, Annotated Bibliographies, Area Studies, *Bibliographies, Conference Reports, Developing Nations, Economic Change, *Economic Development, *Educational Development, Foreign Countries, Government Publications, Research Reviews (Publications), *Rural Areas, Rural Development, Rural Economics, Social Change, *Social Development, Socioeconomic Influences, Technical Assistance
IDENTIFIERS	*Rural Development Research Project

ABSTRACT

In this selected bibliography many but not all the materials included have been annotated. The table of contents is organized both topically (general social and economic development, foreign aid and general technical assistance, agriculture and development, education and development) and geographically (Africa, Asia, India, Middle East, Latin America, Pacific Islands and Australia-New Zealand, Europe, Canada and the United States). Materials can be most easily located by using this table, since a detailed index and search system has not been provided for this volume. (See SO 000 039 and SO 000 040 for Volumes I and II.) (SBE)

016.3
M66

F-AID
SO

ED0 40110

A REPORT from
the

CENTER for COMPARATIVE POLITICAL ANALYSIS

BIBLIOGRAPHY ON PLANNED SOCIAL CHANGE

(With Special Reference to Rural Development
and Educational Development)

VOLUME III

Government Reports, U.N. Reports and

Proceedings of Special Conferences

Department of Political Science
University of Minnesota
Minneapolis, Minnesota 55455

SO 000 041

ED0 40110

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CIC - AID

RURAL DEVELOPMENT RESEARCH PROJECT

BIBLIOGRAPHY ON PLANNED SOCIAL CHANGE

(With Special Reference to Rural Development
and Educational Development)

VOLUME III

Government Reports, U.N. Reports and

Proceedings of Special Conferences

Prepared By

Center for Comparative Political Analysis

Department of Political Science

University of Minnesota

Preliminary Report for Project Use

Limited Distribution

PREFACE AND ACKNOWLEDGEMENTS

This bibliography has been prepared primarily to support the major research endeavors of the CIC-AID Rural Development Research Project. It is presented in this preliminary form primarily for project use. In order to understand the decisions we have made regarding such important matters as the selection of titles for inclusion and the organization of the material, it is necessary to provide some background information about the development of this part of the project.

Our sub-contract specifies the compilation of "a bibliography of project reference materials derived from literature on previous and on-going research in related fields. Both 'research' and 'related fields' are intended to be broadly interpreted...." In a working paper prepared for the elucidation of the contract provisions, works like W. W. Rostow, The Stages of Economic Growth and John Lewis, The Quiet Revolution were given, along with others as examples of relevant materials. If a theoretical treatment of economic development in historical context and a specific analysis of a contemporary developing country are both relevant, this bibliography obviously must cover a wide range of materials.

After the first meetings with the directors, the research teams and the advisory group of the entire Rural Development Project, two points became evident. A bibliography as wide-ranging as that called for by the contract would be of little use to other research teams unless (1) it was annotated in considerable detail, and (2) it was indexed in such a way as to facilitate a rapid and precise search for materials relevant to the various and separate research endeavors. While originally we had not planned to provide such complete annotations or so detailed an indexing and search system, we were convinced that unless some effort was made in these directions our product would not be worthwhile. To the degree that our budget allowed, we have built these two features into the bibliography.

The bibliography appears in three volumes. Volume I includes all of the periodical materials covered; Volume II is devoted to books and book-length monographs; Volume III covers government and United Nations publications, in addition to proceedings of specialized conferences. For detailed matters concerning each of the three volumes, see the specific introduction that follows this preface.

Preparation of the bibliography was under the direction of Professors Richard Blue, Robert T. Holt, and John E. Turner, all of whom were involved at one stage or another in preparing and processing the materials. In the research, and in the collecting, abstracting, and propositionalizing of materials they were assisted by Richard Erikson, David Garnham, Diane Johnson, Susan Lampland, Lawrence Rose, and John Schwestka. Misses Diane Johnson, Beverly Nelson, and Diane Pioske did yeoman service in the mammoth task of typing.

Although many of the abstracts and all of the propositions were prepared by our research team, a majority of the abstracts were adapted from several published abstracts. We would like to thank the publishers of Economic Abstracts and the Commonwealth Agricultural Bureaux that is responsible for publishing World Agricultural Economics and Rural Sociology Abstracts for permission to reproduce these adapted abstracts in this form.

Thanks are also due to the directors of the CIC-AID Rural Development Project, Dr. Ira Baldwin and Mr. Ronald W. Jones, for their support of our undertaking.

The user of this bibliography might well wonder why in this age of advanced computor technology such a long bibliography was not prepared in a machine-readable and therefore machine-searchable form. Our initial predisposition was to move in this direction, but the funds necessary to put the bibliography in this form were not available. We have, however, kept our working materials in such a form that we can eventually put the entire bibliography on computor tape.

Robert T. Holt
Associate Director
Center for Comparative
Political Analysis
January 1, 1967

Introduction to Volume III

Government Reports, U.N. Reports and Proceedings of Special Conferences

The materials that have been included in Volume III have been combined largely for reasons of convenience. While logically the conference proceedings might have fit better with the periodical literature in Volume I, the size of Volume I made it difficult to include any additional material and still bind it all in one volume.

Our research group did not have the resources necessary to provide complete annotation of the materials included in Volume III. It was also impossible to provide as detailed an index and search system as was prepared for Volume I. Materials included in Volume III can be most easily located by using the Table of Contents on the following pages. This table of contents is organized both topically and geographically. On materials relating to a specific country it enables one to locate quickly the relevant works. If the materials on a given country are contained in a work that deals with a geographic region, it would be included in topical sub-categories under a continental heading. The most general works have been listed at the beginning of the Table of Contents under topical sub-headings.

Table of Contents

I. General Social and Economic Development 1

II. Foreign Aid and General Technical Assistance 7

III. Agriculture and Development 17

IV. Education and Development 35

V. Africa 50 - 94

A. Economic and Social Development 50

B. Foreign Aid and Technical Assistance 54

C. Agriculture and Development 54

D. Education and Development 56

E. Algeria 61

F. Bechuanaland 61

G. Basutoland 62

H. Cameroon 62

I. Congo 63

J. Egypt 64

K. Ethiopia 64

L. Gambia 66

M. Ghana 67

N. Kenya 70

O. Liberia 72

P. Malawi (Nyasaland) 73

Q. Morocco 75

R. Mozambique 75

S. Nigeria 75

T. Sierra Leone 82

U. Somalia 83

V. South Africa 83

W. Sudan 85

X. Swaziland 86

Y. Tunisia 86

Z. Uganda 87

AA. United Republic of Tanzania 89

BB. Zambia 93

VI. Asia 95 - 156

A. Economic and Social Development - General Development 95

B. Foreign Aid and Technical Assistance 96

C. Agriculture and Development 97

D. Education and Development 101

E. Afghanistan 106

F. Burma 107

G. Cambodia 109

H. Ceylon 109

I. China 110

J. India 113
  (1) Economic and Social Development – General Development 113
  (2) Foreign Aid - Technical Assistance 127
  (3) Agriculture and Development 128
  (4) Education and Development 133
K. Japan 142
L. Malaya 146
M. Nepal 146
N. Pakistan 147
O. Formosa 154
P. Thailand 155
VII. Middle East 156 - 164
A. Economic and Social Development 156
B. Agriculture and Development 157
C. Education and Development 158
D. Iran 159
E. Iraq 160
F. Israel 160
G. Jordan 161
H. Kuwait 162
I. Lebanon 162
J. Syria 162

K. Turkey 163

L. United Arab Republic 164

VIII. Latin America 165 - 175

A. Economic and Social Development - General 165

B. Agriculture and Development 166

C. Education and Development 167

D. Technical Exchange and Assistance 170

E. Bolivia 170

F. Brazil 170

G. British Guiana 171

H. Chile 171

I. Colombia 172

J. Honduras 172

K. Jamaica 173

L. Panama and Mexico 173

M. Paraguay 174

N. Peru 174

O. Uruguay 175

P. Venezuela 175

IX. Pacific Islands and Australia-New Zealand 175 - 177

A. Australia 175

B. New Zealand 176

C. Papua and New Guinea 176

X. Europe 177 - 183

A. Hungary 177

B. Norway 177

C. Union of the Soviet Socialist Republics 177

D. United Kingdom (Great Britain) 178

E. Yugoslavia 182

F. Mediterranean Area 183

XI. Canada and the United States 184

A. Canada 184

B. United States - Education 184

I. General Social and Economic Development

1. Alexander, H. L., and R. J. Smith, "A Comparative Study of Social and Cultural Change," American Philosophical Society Proceedings, 99(2), 1955: pp. 79-88.

2. Clawson, M., "The Implication of Urbanizatinn for the Village and Rural Sector," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 7, 1963: pp. 47-53.

3. Eisenstadt, S. N., "Changes in Patterns of Social Stratification Attendant on Attainment of Political Independence," Transactions of the Third World Congress of Sociology, 1956: pp. 32-41.

4. Ellis, H. S., "National Development Planning and Regional Economic Integration," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 8, 1962: pp. 39-46.

5. Fisher, J. L., and R. Revelle, "Natural Resources Policies and Planning for Developing Countries," United Nations Conference on the Application of Science and Technology for the Benefit of Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 1, 1962: pp. 1-13.

6. Fitzgerald, D. A., "Economic Development," Agricultural Outlook Conference Proceedings, 38(8), November 1960.

7. Helfinstine, R. D., "Economic Considerations for Effective Development," International Seminar Soil and Water Utility Proceedings, 1962: pp. 236-238.

8. "International Sociological Association," Transactions of the Third World Congress of Sociology, London, 1956.

Volume VI on the theme of "General Survey of the Problems of Social Change" containing papers by: Robert C. Angell, "The Moral Web in Social Change"; T. W. Adorno, "A Note on Statics and Dynamics in Society"; Howard Becker, "A Sacred-Secular Evaluation Continuum of Social Change"; S. F. Kechekyan, "Social Progress and Law"; Arnold M. Rose, "The Use of Law to Induce Social Change"; A. N. J. den Hollander, "Changing Social Control in a Bengal City"; A. F. Shishkin, "The Basic Principles of Morals in Soviet Society"; Maria Ossowska, "Changes in the Ethics of Fighting in the Course of the Last Century"; Harry J. Walker, "The Effect of Social and Economic Changes on Race Relations in the United States"; and M. D. Kammari, "A Change in National Relations in the USSR".

9. Katz, Saul M., and Frank McGowan, A Selected List of United States Readings on Development, Washington, Agency for International Development, 1963.

This volume is a representative sample of current American research papers, academic studies, and operational reports useful to less developed countries in applying science and technology to the problems involved in the process of development. Each of the subject chapters, whether agriculture, industry, the development process, or planning and programming, includes many readings that focus on the human aspects of the subject. The range of subjects is wide, covering regional planning experiences, production and marketing policies, and the role of United States universities in concerting research and education. Each of the 1,195 detailed bibliographical references is followed by an abstract. The classification is alphabetical by subjects.

10. Mason, E. S., "Some Aspects of the Strategy of Development Planning," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 8, 1962: pp. 1-14.

11. Millikan, M. F., "Criteria for Decision-Making in Economic Planning: The Planning Process and Planning Objectives in Developing Countries," United Nations Conference on the Application of Science and Technology for the Benefit of Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 8, 1962: pp. 28-37.

12. Minocher, Homji, Homi B., How Others Do It: A Study of Community Development in Many Lands, Karachi, Ministry of Economic Affairs, 1956.

The author of this publication was given a "participation grant" to undertake a study of work carried out in the general field of community development. The study tour took him to the United States of America, countries in the Caribbean region and some countries in Europe. The methods, techniques and practices observed during this tour would serve as a guide in the work of the Village Agricultural Industrial Development Program in Pakistan, where the author is working. This village plan is a comprehensive and multi-purpose rural development project which envisages not only the education and stimulation of people, but also their development in all the fields or phases which are necessary for a higher level of village life, e. g., agriculture, horticulture, animal husbandry, health, sanitation, communications, education, literacy, home economics, recreation, cooperation, credits, land consolidation, etc. For such a multi-purpose program the author chose from the countries he visited only such subjects for study as each country was best suited to provide.

During the study tour, which took a little over four months, the author tries to evaluate the usefulness of various countries and/or institutions to which future Village Agricultural Industrial Development participants might be sent for further study.

The author has not attempted to make a comprehensive report but rather to emphasize points of interest and importance which he considered could be adapted for use in Pakistan and especially ideas and suggestions which could be adapted by the Village Agricultural Industrial Development personnel and used, experimentally or otherwise, in improving the Village Agricultural Industrial Development program.

13. The Flow of Financial Resources to Less Developed Countries 1961-1963, Organization for Economic Co-operation and Development, Paris, 1964.

This report is the fourth in a series published by the Organization for Economic Cooperation and Development and its predecessor the Organization for European Economic Cooperation on the flow of financial resources to developing countries. These reports are intended to provide factual information about the flow of financial resources reported by individual donor countries and by the multilateral agencies. The emphasis is on the description of the size and nature of the flow of financial resources and of the principal features of the policies of individual donor countries, as well as their institutional arrangements for extending external assistance. The total flow of official financial resources (net) from industrial Organization for Economic Cooperation and Development countries to less-developed countries and multilateral aid agencies in 1963 was $6,048 million, and thus was slightly higher than in 1962, but still about one per cent lower than in 1961. The total net flow of long-term private capital (excluding guaranteed export credits) declined from about $2.59 billion in 1961 to $1.91 billion in 1962, and to $1.87 billion in 1963. The nature and financial terms of official assistance are divided into: (1) grants and grant-like contributions; (2) bilateral loans; (3) contributions to multilateral organizations, and are then analyzed according to specified purpose. Economic assistance from Sino-Soviet countries and from other industrial countries outside the Organization før Economic Cooperation and Development is also analyzed. The second part of the publication consists of detailed surveys of the assistance programs of member countries.

14. Klatzmann, J., Organization for Economic Cooperation and Development, Planning the Use of Land Under Conditions of Developing Economy, International Competition in Agriculture: Problems of Methodology; Final Report, Paris, 1965.

The paper discussed linear programming used in the location of agricultural production.

15. Polk, W. R., Developmental Revolution: North Africa, Middle East, South Asia, Washington, Middle East Institute, 1963.

This book consists of a modification of papers read at the 17th annual conference held by the Middle East Institute.

Chapters are by M. Halpern, D. Ensminger, C. Bowles, W. W. Rostow, K. Hansen, C. Samli, W. Lewis, S. J. Langley, F. Slaon, Y. Sayish, R. M. Hill, L. Battle, E. W. Overton, J. B. Wiesner, E. Asfour, J. M. Weir, D. Smith, R. Nathan, A. Paul, R. Robinson, V. Rockhill, and H. Chenery.

Rural planning and trade are included.

16. Svennilson, I., "The Concept of Economic Growth," International Conference Agricultural Economists Proceedings, 11th Conference, 1961, Published 1963: pp. 18-38.

This article includes discussion.

17. Thorp, W. L., Development Assistance Efforts and Policies of the Members of the Development Committee, 1965 Review, Organization for Economic Cooperation and Development, Paris, 1965.

The Development Assistance Committee was created in January 1960 for the specific purpose of providing a central point where suppliers of assistance to less developed countries might consider common problems together. The record of 1964 and the problems with which the Development Assistance Committee has been particularly concerned show two basic trends of general significance which have become much stronger during the last year. The first is much greater appreciation of the proposition that economic development is a difficult and complex process in which the suppliers and the recipients of assistance are involved in a joint venture. The second is the notable increase in inquiry and research, both within governments and in private institutions. The report outlines progress in the less-developed conntries, the volume and level of the assistance effort, the central factor of performance, external indebtedness and financial issues, technical cooperation, developments in organizations and old and new directions.

18. United Nations, Department of Economics and Social Affairs, World Economic Survey 1962, I-II, New York, 1963.

    The survey deals with (1) the developing countries in world trade; and (2) current economic developments (includes agriculture).

19. United Nations, Department of Economics and Social Affairs, Planning for Economic Development, New York, 1963.

    A broad survey was made of methods and techniques adopted by countries with different economic systems for formulating plans and policies of development and securing their effective implementation. In particular attention is drawn to the critical nature of foreign exchange supplies for assuring economic and industrial growth and to the problems faced by many developing countries in expanding their foreign trade and augmenting their own capacity to earn foreign exchange. External assistance with all its limitations of the existing arrangements and the continuing uncertainties in the availability of such external resources plays an important role in the plans of developing countries. Although the value of bilateral assistance is acknowledged, it is recommended that certain problems (e.g., the distortion in plan priority, tying of credits to specific projects and specific currencies, the heavy burden of repayment) inherent in such aid should be solved by multilateral and international arrangements for economic assistance to the less developed countries. However, scale and tempo of developmental efforts, both at the national and international levels, are far from adequate, and greater effort on the part of individual countries must be supported more fully by far-sighted measures and policies at the international level.

20. Vries, E. de, "Finance for Development," Tenth International Conference Agricultural Economists Proceedings, (Mysore 1958), London, 1960: pp. 284-308.

    The author shows that investments around and supporting agriculture are quite large, often considerably larger than agricultural finance per se. In the more immediate agricultural field, investments are generally a combination of (1) private, non-institutionalized (both in money and kind); (2) private, institutionalized; (3) public.

20 (continued)
The fields of investment can roughly be divided as being: (1) permanent land improvement or reclamation; (2) general services to farmers (a) research, extension, vocational training, and (b) marketing; (3) long-term investment in requisites (buildings, livestock, machinery); (4) short-term investment in agricultural production. He points out that as investments in transportation, education, and so on are closely interrelated with agriculture, it is evident that the last four categories have no strict borderlines.

21. Young, F. W., and R. C. Young, "Toward a Theory of Community Development," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963, Science, Technology, and Development, United States papers, 7, 1963: pp. 23-31.

22. Ezzat, A. El W., Land Reform in Egypt, Country Project Number 4. Center on Land Problems in the Near East, Salahuddin, Iraq, Rome, FAO, 1955: p. 10.

II. Foreign Aid and General Technical Assistance

23. Andrews, Stanley, University Contracts: A Review and Comment on Selected University Contracts in Africa, the Middle East and Asia, 1961, Agency for International Development, 1962.

24. Report to the President on Government Contracting for Research and Development, prepared by the Bureau of the Budget and referred to the Committee on Government Operations, United States Senate, 87th Congress, second session, Senate Document number 94, Washington D. C., Government Printing Office, May 17, 1962.

25. Center for Overseas Operations and Research, Syracuse University, *The Programming of Technical Assistance in Agricultural Education: The Case of the Philippines*, prepared by John Laska, June 22, 1964.

26. Chakravarty, S., and P. N. Rosenstein-Rodan, "The Linking of Food Aid With Other Aid," *World Food Program Study*, Rome, 3, 1965: pp. vi and 39.

    This study seeks (1) to indicate the proper relationship between specific commodity aid, in particular food aid, and the non-specific aid given in the form of freely spendable foreign exchange, and (2) to discuss the various conceptual issues involved and to derive analytical relationships between the two categories of aid. Chapter I — General economic issues in food aid — examines the values of food aid to developing countries, the ability of an expanding domestic agriculture to absorb large-scale food aid, the importance of intersectoral price ratios and the commodity composition of investment. Chapter II — The program approach to food aid — discusses food aid as a proportion of estimated total import surplus, the assumption of a non-constant rate of saving, food aid and the divided economy, and optimal proportions of food and other aid. Chapter III — The project approach to food aid: the formation of closed loops — defines the closed loop, examines the need for rural education and discusses food aid as a capital good. Chapter IV — Policy implications — examines the view that food aid should be steady and continuous and looks at planning for the termination of food aid. Chapter V — Co-ordination among aid-providing countries — indicates the disadvantages of some bilateral aid, looks at multilateral forms of aid and bilateral aid within a multilateral framework and discusses sharing the burden of aid, the promotion of consortia and the co-existence of WFP and bilateral agencies. Chapter VI — Co-ordination within the aid-receiving countries — defines a development program and examines the position of those countries with and without sound development programs, the difficulty of assessing additional investment, and varying degrees of efficiency. All the methods suggested are operational and may be easily applied; a section is appended in which a numerical example with Indian data is presented to illustrate one of the methods in question.

27. Clark, H. F., "What We Know About Helping People". Sixth Conference for Agricultural Services in Foreign Areas. Washington, D.C., U. S. Department of Agriculture, 1955.

28. Adler, George, The Scope of Technical Assistance in Agriculture (Mimeo 58 pp. - August 1965) Syracuse Project.

29. Alder, George, Careers in Technical Assistance: A Staff Paper. Maxwell Graduate School of Citizenship and Public Affairs (mimeo 20 pp. - January 1965).

30. Allen, G.R., and R. G. Smethurst, "The Impact of Food-Aid on Donor and Other Food Exporting Countries," World Food Program Study, Rome No. 2, 1965: pp. vii+52.

In this study, "food aid" is defined to include certain items generally omitted in World Food Program discussions, viz. tobacco and fibres, because (1) US Public Law 480 covers these two commodities and (2) "food aid", when used for development purposes, is the more effective the more fully it matches the demand for consumer goods generated by the employment created through the projects it is intended to finance. The subject is analyzed in the following chapters: (1) Statement of prospective demand and supply position in developed countries; (2) Possible agricultural policies confronting countries with actual or potential surpluses; (3) Surpluses or supply control? (discussing ways of securing the ideal product mix for food aid, and possible kinds of supply control); (4) The The social costs of surpluses; (5) Food programs as an outlet for intermittent surpluses, especially from smaller countries; and (6) Effects of food aid on third party commercial exporters.

31. Clay, Gen. Lucius D., The Scope and Distribution of United States' Military and Economic Assistance Programs. Report to the President of the U. S. from the Committee to Strengthen the Security of the Free World, Gen. Lucius D. Clay, 1963.

32. Commission of Foreign Economic Policy, Report to the President and the Congress. Clarence B. Randall, Chairman, January 23, 1954.

33. Commission on Foreign Economic Policy, Staff Papers. Presented to the Commission on Foreign Economic Policy, February 1954.

34. Committee to Strengthen the Security of the Free World, Report to the President of the United States, The Scope and Distribution of United States Military and Economic Assistance Programs, March 20, 1963.

35. Committee on Foreign Affairs Personnel, Personnel for the New Diplomacy. Report of the Committee on Foreign Affairs Personnel, Christian Herter, chairman. New York: The Ford Foundation, December 1962.

36. Dessau, J., "The Role of Multilateral Food Aid Programs," World Food Program Study, FAO, Rome No. 5, 1965: p. 38.

The aim of this study is to identify the distinctive features and purposes of multilateral food aid programs in order to provide the criteria for assessing the role of multilateral food aid, and to determine how and to what extent such aid might complement bilateral programs. Chapter I - The effects of food aid -- traces some of the beneficial and harmful effects of food aid programs. Chapter II - Concepts and purposes of food aid -- examines some of the different definitions of purpose that not only govern different current programs but sometimes co-exist within the same program. Chapter III - Development and food aid -- attempts to determine the role of three dynamic factors, viz.: (1) the structure and behaviour of the population; (2) the propagation of new techniques, and (3) the creation of modern instituions, in "development" (defined as the whole set of "changes in mental attitudes and social habits and of institutional changes which constitute the conditions of growth for real aggregate product and which transform a series of particular instances of progress into progress of society as a whole"). Chapter IV - The scope of aid -- discusses the criteria of decision with respect to their relevance to "development" in the three main fields of food aid: projects, plans and nutrition. Chapter V - The prospects of multilateral aid as development, i.e. financing development projects, group feeding and emergency operations. Chapter VI - Conclusions -- general outlook.

37. Duncan, Richard L., The Programming of Technical Assistance: An Overview of the Aid Process. Interim Report and Recommendations - Draft - Limited Circulation for Comment, June 1965.

38. Duncan, Richard L., Preliminary Outline of a Framework for Technical Assistance, (Mimeo 7 pp. April 1966).

39. Duncan, Richard L., Technical Assistance and Institution Building. Prepared for the Conference of the Society for International Development, 1965.

40. Fairless, Benjamin F., Report to the President by the Citizen Advisors on the Mutual Security Program. Prepared by Benjamin F. Fairless, Coordinator, March 1, 1957.

41. Fenley, J. M. (ed.), The American Overseas in Rural Development. Cornell University Comparative Extension Education Seminar, Mimeo Release 3, September 1960.

42. Fenley, J. M. (ed.), The Role and Problems of Wives of American Technicians Overseas in Rural Development. Cornell University Comparative Education Seminar, Mimeo Release 7, April 1961.

43. Fitzgerald, D. A., "Operational and Administrative Problems of Food Aid," World Food Program Study, FAO, Rome No. 4, 1965: pp. viii and 63.

This study proceeds on the assumption that the world's governments favor a policy of food aid through complementary bilateral and multilateral programs and thus aim not only at surplus disposal but also at meeting users' needs, this study explores some of the main operational and administrative problems that confront the services managing a food-aid program and the government receiving such aid. For present purposes, food aid is defined as including: (1) agricultural commodities, usually but not invariably in surplus, furnished as "aid" to receiving countries; and (2) monetary resources that may be used only for (a) the purchase, processing, packing and transport of such commodities, and (b) costs of administration.

43. (continued)

It does not include similar commodities bought by the receiving countries on generally prevailing commercial terms with their own foreign-exchange resources or with foreign aid that is not tied to the purchase of these particular commodities. The raison-d'etre for food aid is that certain countries, notably the USA, can make more total resources available to other, usually developing, countries if a part thereof is in the form of surplus agricultural commodities. Production of certain agricultural products, primarily as a result of domestic agricultural policies, exceeds the effective market demand at politically acceptable prices, and providing all or part of these surpluses to developing countries is a more attractive and constructive (and often less costly) alternative than storing them indefinitely or destroying them.

44. Grey, Gordon, Report to the President on Foreign Economic Policies. Prepared under the direction of Gordon Grey, Special Assistant to the President, Washington, D.C.: Government Printing Office, November 1950.

45. Hasnie, S. E., "The Need for Assistance, Functions and Objectives of Assistance and Their Place" World Food Congress, May 1, 1963.

46. Hearne, C. C., The Importance to the American Technician Working in an Overseas Culture of Understanding Local Customs and Traditions in Motivating People. Cornell University Comparative Extension Education Seminar, Mimeo Release 3:1-4, September 1960.

47. Hearne, C. C., W. E. Harvey, and A. J. Nichols, "Sharing Our Knowledge" (Agricultural technical assistance), United States Department of Agriculture Yearbook on Agriculture, 1964: pp. 518-522.

48. Hoover Commission, Overseas Economic Operations. A Report to the Congress by the Commission on Organization of the Executive Branch of the Government, June 1955.

49. International Development Advisory Board, *Partners in Progress.* A Report to President Truman by the International Development Advisory Board, Foreword by Nelson Rockefeller, March 7, 1951.

50. International Development Advisory Board, *Conclusion and Recommendation of the International Development Advisory Board.* Report to Harold Stassen, December 1953.

51. International Development Advisory Board; Eric Johnston, Chairman, *A New Emphasis on Economic Development Abroad.* A Report to the President of the United States on Ways, Means, and Reasons for U.S. Assistance to International Economic Development, March 4, 1957.

52. Knorr, Klaus and Gardner Patterson, *A Critique of the Randall Commission Report.* Prepared by Klaus Knorr and Gardner Patterson, 1954.

53. McDarmid, G. L. (Research Associate, Syracuse University, 1965), *Administrative Procedures in Technical Assistance as Practiced by Several Major Agencies*, (mimeo).

54. McGee, Gale W., *Personnel Administration and Operations of Agency for International Development.* Report of Senator Gale W. McGee to the Committee on Apppopriations, U. S. Senate, Washington, D.C.: Government Printing Office, November 29, 1963.

55. Maddison, A., *Foreign Skills and Technical Assistance in Economic Development.* Paris: Development Center, Organization for Economic Cooperation and Development, 1965.

    A frame of reference is presented (for economists and policy-makers) in both aid-giving and aid-receiving countries, within which the efficacy of technical aid might be improved. The individual chapters cover: (1) the approach to the problem; (2) the role of foreign experts in supplementing the local stock of skills; (3) the contribution of technical assistance to training and education; (4) technical assistance provided by developing countries; (5) the total cost of foreign skills

55. (continued)

and training; and (6) conclusions on the better utilization of foreign skill and training. Several recommendations are made to both recipients and donors including the suggestions to create in each receiving country an office for the programming and management of technical assistance in order to ensure the correct integration of technical assistance with economic planning.

56. Maxwell Graduate School Technical Assistance Research Project, Preliminary Report to AID on the Administration of Technical Assistance with Special Reference to Agriculture. Prepared specifically for discussion with AID officials, Syracuse University: Maxwell Graduate School Technical Assistance Research Project -- not for specific reference or quotation, 1965.

57. Ohly, John H., The Mobilization of Federal Resources in Support of the Foreign Aid Program, (Mimeo, July 23, 1962).

58. Organisation for Economic Cooperation and Development, "Food Aid, Its Role in Economic Development". Paris: 1962.

This report prompted and approved by the Council of Ministers of the Organisation for Economic Cooperation and Development indicates the ways in which food aid can contribute to economic development and examines the problems which may arise for agriculture and the economy of the receiving country, for world trade, and for the donor country. Special attention is given to the relationships between food aid and other forms of aid. The report comes to the conclusion that food aid is a desirable way of putting the productive resources of developed countries at the disposal of the less developed areas as long as the developed countries' productive agricultural resources cannot easily be shifted to other uses. Food aid, however, should not be regarded as a permanent measure. Among the existing food aid programs, special attention is given to the United States' Public Law 480 and its effect on receiving countries such as India, Pakistan, and Israel.

59. President's Committee, William H. Draper, Chairman; *Composite Report of the President's Committee to Study the United States Military Assistance Program*, August 17, 1959.

60. President's Committee to Study the United States Military Assistance Program, *Supplement to the Composite Report of the President's Committee to Study the United States Military Assistance Program*, August 1959.

61. President's Task Force on Foreign Assistance: Working Group on Contracting, *Positive Contracting for AID: Marshalling and Strengthening the Nation's Resources for International Development*. 1961.

62. Reed, Daniel A. and Richard M. Sampson, *Commission on Foreign Economic Policy*, Minority Report by Daniel A. Reed and Richard M. Sampson, January 30, 1954.

63. Rockefeller Brothers Fund, *Foreign Economic Policy for the Twentieth Century*, Report of the Rockefeller Brothers Fund Special Studies Project, 1958.

64. Safa-Isfahani, Manouchehr, *Technical Assistance for Community Development and Economic Development*, Syracuse Project, (mimeo, September, 1965).

65. Stelly, R., Comments on general topic, "United States Aid to Agriculture in Underdeveloped Countries." *Southwestern Social Science Association, Agricultural Economists Section Proceedings*, 1962: pp. 35-42.

66. Study Commission on Policy for Cooperation with Underdeveloped Countries, *Report: La Politique de Cooperation avec Les Pays en Voie de Developpement*. 2 vols., Jean-Marcel Jeanneney, chairman, Paris: July 18, 1963.

67. Suffern, Sidney C., *Technical Administration: A Problem in Management*, Technical Assistance Research Project, Syracuse University, January 1965.

68. Tannous, A. I., "Technical Exchange and Cultural Values," in *The Sixth Conference for Agricultural Services in Foreign Areas Proceedings*. Washington, D. C., 1955.

69. Technical Assistance Research Project, Syracuse University, *Personnel for Technical Assistance.* A Staff Paper by Robert W. Iverson, February 1965.

70. United Kingdom, *Technical Co-operation: A Progress Report by the New Department.* London: Her Majesty's Stationery Office, April 1962.

71. *United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963.* Summation of the papers and discussions on agriculture, Geneva, 1963.

"An evaluation of the United Nations Conference on the Application of Science and Technology for the Benefit of Less Developed Areas, by Ralph W. Phillips".

72. United Nations. Economic and Social Council. Technical Assistance Committee, *Annual Report of the Technical Assistance Board for 1962: final report on the implementation of the 1961-1962 program.* United Nations. Economic and Social Council. Office of Recording. Supplement 5, 1963. Report includes material on agriculture.

73. United Nations. Economic and Social Council. Technical Assistance Board, *Information Paper on Technical Assistance,* provided to countries territories of the ECAFE Region under the expanded and regular programs. Manila; 1963.

74. United Nations Food and Agricultural Organization of the United Nations, "Food Aid and Education". *World Food Program Study, Rome* No. 6, 1965: pp. v and 22.

The role of education in overall economic and social development is reviewed and analyses are presented of the possibilities, cost and benefits of providing various forms of food aid to primary and secondary schools, vocational training centres and universities, to adults in connection with adult literacy programs and vocational training courses and to persons participating in community projects. Such programs, though very costly, can substantially improve health by making up deficiencies and

74. (continued)

correcting imbalances in the traditional home diet, especially of school-children and students. Food aid can provide the commodities and the overseas transport, but this only represents two-thirds of the total costs. involved. The remaining third must be borne by the recipient. The project can also be useful in adult literacy programs. But in community development movements it must be used with special care to avoid stifling the spirit of self-help, which will give clearer indications of scope and magnitude of the expanded use of food aid in certain sectors.

75. Weidner, E. W., Another Look at University Technical Assistance Projects Abroad. A Report prepared for the Ford Foundation, August 9, 1962.

76. Wright, N. C., et. al., "Technical Assistance Programs in Agriculture: International and Regional," in U. S. Department of Agriculture, Graduate School, The International Age in Agriculture. Washington: 1960, pp. 12-32.

III. Agriculture and Development

77. Agency for International Development, Proceedings of the Conference on International Rural Development. Jointly sponsored by Agency for International Development, U.S. Department of Agriculture, Association of State Universities and Land-Grant Colleges, Washington, D.C., July 27-28, 1964.

78. Ashby, A. W., "The Relation of Land Tenure to the Economic and Social Development of Agriculture". Fourth International Conference of Agricultural Economists Proceedings. London: Oxford University Press, 1937.

79. Aziz, U., "The Interdependent Development of Agriculture and Other Industries". Tenth International Conference Agricultural Economists Proceedings, Mysore, 1958. London: 1960, pp. 335-336.

79. (continued)

In considering the interrelationship between agriculture and other industries in the achievement of economic development in the underdeveloped countries the following points must be considered: (1) the 'other industries' (except cottage industries) are practically non-existent; (2) the economic development of agriculture cannot be separated from agrarian reform; (3) there is scope for the entrepreneur to function within the planned development of other industries; (4) the allocation of resources for development between agriculture and other industries must be determined by technical considerations and by the phasing and priorities of a national development plan; (5) through time economic activities can have cumulative results owing to the principle of circular causation; (6) finally, it follows that agricultural development is largely a matter for national action.

80. Bixio, M., "Utilite des experiences de la reforme fonciere comme condition prealable a l'action de developpement des zones sous developpes" (The value of land reform experiments as a preliminary condition for development measures in less developes zones). United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture v. 8, No. 369, October 24, 1962. An English summary is included in the paper on p. 1.

81. Brossard, D. B., and R. H. Gretton, "Agricultural Credit and Cooperatives in Rural Development." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture v. 5, no. 244, October 10, 1962.

82. Carroll, T. F., "World Land Tenure Problems and the Food and Agricultural Organization of the United Nations." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 583-589.

83. Gepede, Michel, "The Influence of Land Tenure Structures on Economic Patterns in Agriculture and on Agricultural Development," Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

Where obstacles to agricultural development are concerned, land tenure systems and economic patterns appear as causative factors. Technical progress cannot be put into effect unless the producer has the desire to do so. Such progress will nearly always be accompanied by an intensification of production, and unless the market is organized, it is liable to render the position of the producer more vulnerable. The sharecropper will hardly feel encouraged to incur expenditure as long as the owner pre-empts a share of the resulting revenue. The owner of a sugar plantation will be interested in extensive exploitation of old cane brakes which involve no production costs. It even happens that a debt-ridden tenant abandons an improvement which has been too spectacularly successful (Japanese system of rice growing in Mysore) or that a French farmer (of the Hautes Alpes), deliberately withdraws into the shell of an autarkic subsistence production system.

84. Christensen, R. P., "Problems in Economics". United States Department of Agriculture Yearbook on Agriculture 1964: pp. 576-580.

Paper discusses economic problems in connection with the agriculture of developing areas.

85. Conference for Agricultural Services in Foreign Areas, Sixth Conference Proceeding, October 17-19, 1955. Washington, D. C.: 1955.

86. Dantwala, M. L., "Problems in Countries With Heavy Pressure of Population on Land: The Case of India," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 134-146.

87. Dina, I. O., "Agricultural Credit, Cooperative and Marketing." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture, v. 2, no. 84, Sept. 27, 1962.

88. Eisenstadt, S. N., "Institution and Social Aspects of Agriculture Development and Modernization." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

Overall centralized planning is not necessarily the best way to foster rural projects, but in so far as any plans and conscious policies are undertaken - and this is true of most countries of the world today - they should take into account the varied social forces and their interactions.

89. Eisenstadt, S. N., "Institutional and Social Aspects of Agricultural Development and Modernization." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture v. 7, no. 300, Oct. 17, 1962.

90. Fitzgerald, D. A., "Land Reform and Economic Development," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 44-49.

91. Flores, E., "Agrarian Reform and Economic Development," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 243-246.

92. Gadgil, D. R., "The Shifting Fortunes of Agriculture. III. The Experience of Less Fully Developed Countries," Tenth International Conference Agricultural Economists Proceedings, Mysore, 1958. London: 1960, pp. 42-67.

Detailed economic information relating to the agriculturalists in the under-developed areas of the world, to make possible a connected picture of their changing fortunes, is not available. The author divides his paper into three sections examining (1) the regional data for production, trade, prices and terms of trade, (2) the content and operation of national policies, and (3) the data regarding relative incomes of agriculturalists for a number of individual countries.

93. Great Britain, Colonial Office, Report of a Conference of Directors and Senior Officers of Overseas Departments of Agriculture and Agricultural Institutions held at Wye College, Kent, September, 1958. London: 1958.

When the colonial directors of agriculture met at Wye College in 1953, they recommended that a similar conference be convened within five years. This report summarizes the 1958 proceedings. The major topics under discussion were as follows: land use, consolidation, and farm planning; soil fertility; organization and extension; mechanization of tropical agriculture; and the training of agricultural staff. Many of the papers describe or refer to agricultural development projects in the British African territories.

94. Hambidge, G., "Economic and Social Improvements Through International Cooperation," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 57-63.

95. Hapgood, D. (ed.), Policies for Promoting Agricultural Development. Report of a conference on productivity and innovation in agriculture in the underdeveloped countries held at the Massachusetts Institute of Technology, Endicott House, Dedham, Mass., June 29-August 7, 1964. Cambridge, Mass.: Center for International Studies, 1965, pp.xiii and 321.

96. Hendrix, W. E., et. al., Changes in Agriculture in 26 Developing Nations, 1948-1963. United States Department of Agriculture Foreign Agricultural Economists Report 27, 1965.

The report deals with economic, social and physical factors, including statistics. Research was conducted for the Agency for International Development.

97. Herweijer, S., "The Agricultural Development Within the Regional Framework." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

Designing, executing, and administering regional development plans is becoming more and more a science. It is

97. (continued)

done no longer by a single technician, but developed by a team of people. Agriculturists, engineers, economists, physical planners, sociologists, and civil servants work together to get integrated plans. There is a need for multi-purpose planning; this means coordinated development of agriculture, industry, services, and in many areas also outdoor recreation.

98. Hillman, J. S., "The Underdeveloped Countries and United States Agriculture." Executive Development Seminar Proceedings. 1963: pp. 20-21.

99. Hirsch, G. P., "Incentives for Rural Development and the Agricultural Population." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

The efficacy of incentives for changes in rural development depends inter alia on: (1) the existing value system with regard to religious beliefs, customs, traditions, family relations, (2) contacts with other cultures, especially with urban areas, (3) mental ability and personal attitude of the individuals constituting a society, (4) prevalent goals in farming. Unless an innovation fits the particular stage of evolution of the society in question and the local circumstances, it will have a weak reception.

100. Hofstee, E. W., "Environmental Conditions for Agricultural Development." (2) "The Sociological Environment," Eleventh International Conference of Agricultural Economists Proceedings, Cuernavaca, 1961. London: Oxford University Press, 1963, pp. 428-451.

Economic development is always social change in the sense of change in the social relations between the human beings involved and change in their behavior, as it is conditioned by social structure and culture. When subsistence farmers begin to increase their production, begin to specialize, then this process is social change. For economic growth of any importance, it is essential

100. (continued)

that the population in question be willing to accept social change. Yet even in the most highly developed countries, many farmers resist the social change necessary for economic development or are reluctant to accept it. In the author's opinion, acceptance of change as normal and as right in principle is the most essential characteristic of dynamic modern culture. For the greatest part of the countryside in the Western world, this process of acceptance of the modern pattern of culture only began at the end of the nineteenth century.

101. Hughes, R. B. and E. J. Long, "Complementarity Between Agriculture and Industrial Development," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Science, Technology, and Development. United States papers, 1962: v. 3, pp. 52-60.

102. The Role of Agriculture in Economic Development: Country Experiences. International Conference on Agriculture and Economics, Eleventh Conference Proceedings, 1961. 1963: pp. 213-280.

The paper deals with experiences in Nigeria, by H. A. Oluwasanmi; Brazil, by R. M. Paiva; Burma, by R. M. Sundrum, and A. Hlaing; Yzbek S.S.R., by K. M. Djalilov; Ireland, by J. J. Byrne; and Federal Republic of Germany, by H. Wilbrandt. It also includes discussion.

103. International Conference on Land Tenure and Related Problems in World Agriculture. Land Consolidation Procedures: A Comparative Analysis. Excerpt from the report of the Working Party. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, p. 535.

104. International Conference on Land Tenure and Related Problems in World Agriculture. Land Reform and Agricultural Production: Report of the Working Party. Land tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 575-582.

105. International Labor Conference, The Role of Cooperatives in the Economic and Social Development of Developing Countries. A report by the International Labor Conference (49th Session), Geneva No. 7 (1), 1965.

The report comprises three chapters and a questionnaire. Chapter 1 briefly reviews the economic and social problems to be solved and the cooperative approach to a solution. Chapter 2 discusses the factors impeding development and the conditions of success. Chapter 3 states the objectives of a long-term cooperative policy which should be judged on its contribution to the following: (1) improving the social and economic position of people of limited resources and opportunities; (2) increasing national income and export revenues by a fuller exploitation of natural resources; (3) implementing land reform and settlement measures aimed at bringing fresh areas into production; (4) increasing employment through secondary industries; (5) increasing personal and national capital resources by encouraging thrift and the use of controlled credit; and (6) improving social conditions and supplementing national social services, e.g. in housing, health and communications. The drawing-up of a short-term cooperative policy must inevitably be affected - even determined - by national and local conditions.

106. International Labor Conference, The Role of Cooperatives in the Economic and Social Development of Developing Countries. A report by the International Labor Conference (49th Session), Geneva No. 7 (2), 1965.

Chapter 1 of the report summarizes the replies received to the questionnaire (see preceding abstract). Chapter 2 contains the conclusions proposed in the light of the replies. It is recommended that the main aims of subsequent policy on cooperatives should apply to all categories of cooperatives, especially the following: consumer; land-improvement; agricultural production and processing; rural supply; agricultural marketing; fishery; service; handicrafts; workers' production; labour contracting; housing; transport; mutual insurance and health; and also to cooperative thrift and credit societies and banks.

107. Jacoby, Erich H., "Aspects of Institutional Planning as Part of Agriculture Planning." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries. Rehovoth: August 1963.

Institutional planning can be considered as the clearest expression of the new approach to development, since it is largely concerned with the proper placing of the human factor in the economy. Two points illustrate the part which the administration has to play. In the field of landlord-tenant relationships, regulations present complicated problems due to the inferior bargaining capacity of the tenant and his traditional fear of the consequences of insisting on his rights. The establishment of village committees under the chairmanship of a government official has proved to be an effective device for implementing tenancy regulations. The other field where new administrative and cooperative approaches should be tried is adjusting tribal tenure systems to the conditions of agricultural and economic progress. Institutional planning will have to develop its own type of administration, which probably will have very strong cooperative features. Without such machinery, institutional planning would not have much chance of success.

108. Jacoby, E. H., "Agrarian Structures and Land Settlement." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture , v. 7, no. 305, Oct. 17, 1962.

Article includes land reform in developing areas.

109. Jacoby, E. H. Interrelationship Between Agrarian Reform and Agricultural Development. Rome: Food and Agricultural Organization of the United Nations, 1953, Agricultural Studies No. 26, p. 65.

110. Johnson, D. G., "The Shifting Fortunes of Agriculture: The Experience of the More Highly Developed Countries." Tenth International Conference of Agricultural Economists Proceedings, 1958. Published 1960, pp. 34-41.

111. Johnson, S. E., and R. P. Christensen, "Efficient Use of Labor, Land, and Capital for Agricultural Development of Densely Populated Areas." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Working Papers, Agriculture, v. 10. no. 484, November 8, 1962.

112. Jolly, Arthur Leonard, "Social Aspects of Different Community and Farm Structures." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

The paper emphasizes that it is primarily people that create economic development. The non-material motivations are discussed under the headings: leisure, social status, social environment, cultural and political identity, and religious beliefs. The conclusion is that non-material motivations of individuals must be taken into account in planning economic development. It is noted that the democratic society is not the type of community structure most compatible with rapid economic development. It is not necessarily desirable in the initial stages of development for the farmer to own and control all resources himself.

113. Karve, D. G., "The Organization of a Unified Agricultural Development Program." Eleventh International Conference of Agricultural Economists Proceedings, 1961. Published 1963: pp. 355-376. Paper includes discussion.

114. Kuznets, S., "Economic Growth and the Contribution of Agriculture: Notes on Measurement." Eleventh International Conference of Agricultural Economists Proceedings, 1961. Published 1963: pp. 39-82. Paper includes discussion.

115. Long, E. J., "Institutional Limitations to Economic Development of Underdeveloped Countries." Western Resources Conference Papers 1961. Published 1962: pp. 51-57. Paper includes land tenure.

116. Malone, C. C., "Improving Management in Agricultural Development", in United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Science, Technology, and Development. United States papers, 1962: v. 3, p. 68-76.

117. Malone, C. C., "Improving Management in Agricultural Development. United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Working papers Agriculture v. 9 no. 448, November 3, 1962. Paper contains programs for developing areas.

118. Mandal, G. C (ed.), Seminar on Human Factor in the Growth of Rural Economy. Santiniketan: 1963. (Proceedings of Conferences. 7.)

This seminar was the seventh in the series of conferences held at Santiniketan during 1961-62 to commemorate the centenary of the birth of Rabindranath Tagore. The purpose of the seminar was to bring into bold relief the tutal man in his totality. In addition to containing the welcome address by S. R. Das, opening address by S. C. Chaudhri, and the inaugural address by S. R. Sen, the volume deals with the ideas of Rabindranath and social framework, which are discussed in 13 papers. The first part dealing with 'cooperation, education and extension' contains the following papers: (1) 'Tagore's reflections on India's rural problems' by B. N. Ganguli, (2) 'Community and cooperation' by D. G. Karve, (3) 'Tagore and cooperation by P. K. Ray, (4) 'Three villages: a view of the impact of Sriniketan' by G. C. Mandal and (5) 'Agro-economic research and agricultural extension' by G. V. Chalam and K. S. Rao. The second part dealing with the social framework discusses the problems of small farms, agricultural labour and land reforms. Under the latter are the following: (1) 'Class relations in Bengal villages' by K. P. Chattopadhyay, (2) 'Role of social factors in the consumption pattern of handicraft products' by Suraj Bandyopadhyay and Kumarananda Chattopadhyay, (3) 'The role of small farms in agriculture and social reconstruction of India' by P. K. Sen, (4) 'A note on family farming' by B. K. Chowdhury, (5) 'Agricultural labour in south India' by G. Parthasarathy, (6) 'Problem of agricultural workers restated' by C. H. Shah, (7) 'Land reforms-- present stage and future possibilities' by V. M. Jakhade, and (8) 'Some aspects of land reform measures in India' by Priyatosh Maitra.

119. Mitchell, J. C., "The Sociological Background in Agricultural Development." Symposium on Agricultural Economic Development. 1964: pp.22-33. With reference to work of the FAO.

120. Moseman, A. H. (ed.), Agricultural Sciences for the Developing Nations. A symposium presented at the Cleveland meeting of the American Association for the Advancement of Science, 29 and 30 December 1963. Washington: American Association for the Advancement of Science, (Publication No. 76), 1964.

121. Neale, W. C., "Developing Countries: Role of Land Policy in Providing Incentives for Development and Sharing More Widely the Benefits of Development," in Homestead Centennial Symposium, University of Nebraska, Land Use Policy and Problems in the United States. 1962: pp. 441-461.

122. Organization for Economic Cooperation and Development, Intellectual Investment in Agriculture for Economic and Social Development. Document on Agriculture and Food 60, 1962.

123. Organization for Economic Cooperation and Development, Policies for Science and Education. Country Reviews: Greece. Paris: OECD, 1962.

124. Organization for Economic Cooperation and Development, Seminar Syllabus. Paris: OECD, August 28, 1963. (Classified 'restricted').

A series of seminar subjects referring to problems to be dealt with in the formulation of an educational plan, with discussion outlines, used at the Organization for Economic Cooperation and Development Training Course for Human Resource Strategists held in Athens in September 1963.

125. Papageorgiou, E., "Fragmentation of Land Holdings and Measures for Consolidation in Greece," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 543-548.

126. Parsons, K. H., "Land Reform and Agricultural Development," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 3-22.

127. Penders, J. M. A., "The Function of Rural Extension in Developing Countries." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Working Papers, Agriculture v. 5, no. 225, October 9, 1962.

128. Phillips, H. M., Education and Development. Paris: UNESCO, June 25, 1963. (Classified 'limited'). (Draft chapter for Handbook on economic and social aspects of educational planning.)

A wide-ranging introductory study of education in economic and social development, which considers in some details the problems of integration of educational planning into development planning.

129. Puri, G. S., "A Comparison of Agriculture in Tropical India With Nigeria Agriculture." Agricultural Society of Nigeria. Proceeding, 1st Annual Conference, 1963: v. 2, pp. 51-52.

130. Rashid, M., Absorption of the Educated. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, August 29-September 7, 1963.

The paper discusses the commonly associated phenomena of unemployed intellectuals and scarcity of skilled labour, and suggests that educational planners should take account of the character of the labour market, particularly when planning for the higher levels of education. Social factors affecting employment must also be considered.

131. Rastyannikov, V. G., "O faktorahk, vliyayushchikh na rost nakoplenii v sel'skom khozyaistve ekonomicheski slaborazvitykh stran" (Factors influencing capital formation in the agriculture of economically underdeveloped countries.) United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Working Papers, Agriculture v. 10, no. 489, November 9, 1962.

English summary, 2 p.

132. Rivera-Santos, Luis, "The Role of Government in Agricultural Development." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehovoth: August 1963.

Government has to participate in directing the market mechanism, if there is to be rapid agricultural development. Direct government action to share the responsibility for rural socio-economic progress should not be looked upon with reluctance. Drawing on two models from Puerto Rican experience, production of coffee for export and of fresh milk for local consumption, the author concludes that in many cases changes and adjustments in agricultural programs cannot take place without the effective leadership of government institutions.

133. Robinson, Mary E., Education for Social Change: Establishing Institutes of Public and Business Administration Abroad. A Report by Mary E. Robinson, based on a conference conducted by the Brookings Institute for the Public Administration Division of the International Co-operation Administration. Washington, D. C.: Brookings Institute, 1961.

134. Sauvy, Alfred, Social Factors in Education Plans. Paris: UNESCO, January 21, 1963. (Classified 'limited'). (Draft chapter for the Handbook on economic and social aspects of educational planning.)

After mentioning the importance of demographic factors in educational planning, the author considers the effect of social inequality on education, the relation between education and employment, and the influence of education on social stratification.

135. Sen, Amartya K., A Planning Model of Education Requirements of Economic Development: Some Comments. Paris: Organization for Economic Cooperation and Development, April 18, 1963. (Classified 'restricted').

The paper considers the Tinbergen approach to educational planning as analogous to the planning of capital goods' requirements and evaluates Tinbergen's work accordingly. In conclusion it is suggested that this approach is better adapted to elucidating minimum requirements for educated people rather than optimum requirements.

136. The Social Training of Front-line Rural Development Workers. New York: United Nations, August 1962.

This study is primarily concerned with the ways and means being tried out in different countries to equip rural workers to encourage and promote people's initiative, leadership and capacity for concerted action, and to act as links between the people and technical services of the government concerned. It is limited to the discussion of content and methods appropriate to these functions and does not enter into the question of training for specialized technical fields such as health, home economics, agriculture, or literacy. Front-line workers constitute the lowest level of salaried personnel directly aiding and advising the village community on its development. Six annexes refer to examples from India (social education, case discussion, field work), Thailand (working with people, evaluation of trainees), and Pakistan (job analysis).

137. Texeira, Anisio S., Ostensible and Real Values in Educational Policy. Santiago: United Nations, 1961.

The paper shows how the concept of education prevalent in Brazil, and hence the structure of the school system, are out of step with the educational needs of national development.

138. Agricultural Credit, Co-operatives and Marketing: Report of the Conference Secretary-General. United Nations Conference for the Application of Science and Technology for the Benefit of Less Developed Areas. (Working Papers, Agri.), v. 12, no. 88(C), December 14, 1962.

139. United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Science and Technology for Development. Vol. III. Agriculture. New York: United Nations, 1963. pp. viii and 309.

Of some 2,000 papers presented at the United Nations Conference held in Geneva, in February 1963, some 500 were devoted to agriculture, showing the importance attached to agricultural development as a basis for progress in other fields. This volume gives an account of the ideas and information presented by the many speakers

139. (continued)

on various aspects of agriculture. The book is divided into five parts: (1) the background to agricultural development; (2) and (3) development of plant and animal resources; (4) development of the social, economic and educational framework in agriculture; (5) industrialization of agriculture.

140. United Nations, Department of Economic Affairs, Land Reform: Defects in Agrarian Structure as Obstacles to Economic Development. New York: 1951.

141. United Nations Education, Scientific and Cultural Organization, Manual of Educational Statistics. Paris: 1961.

This handbook of suggestions, definitions, principles and examples for educational statisticians was largely compiled from information supplied by Member States in the form of national publications and contributions to the World Survey of Education. The section that is most relevant to the subject of educational planning is that headed 'Statistics of educational finance', which gives tables of national expenditure and particular financial allocations for education, with an explanatory text.

142. United Nations Educational, Scientific and Cultural Organization, Financing of Education. International Conference on Public Education, 18th. Paris/Geneva: UNESCO/International Bureau of Education, 1961.

A comparative study of methods used by various countries in financing educational schemes, showing how the several categories of public education are financed. Lists of funds available in each area are included. The main body of the text is followed by a section devoted to studies by individual countries.

143. United Nations Educational, Scientific and Cultural Organization, The Organization of the School Year: A Comparative Study. Educational Studies and Documents, No. 43. Paris: UNESCO, 1962, pp. 0 and 113.

144. United Nations Educational, Scientific and Cultural Organization, Elements of Educational Planning. Educational Studies and Documents, No. 45. Paris: UNESCO, 1963, pp. 0 and 42.

145. United Nations Food and Agriculture Organization, Postwar Changes in Some Institutional Factors Affecting Agriculture. Rome, FAO, 1957. Reprint from "The State of Food and Agriculture 1957", pp. 111-148.

146. United Nations, Food and Agriculture Organization, Statistics of Hunger. Rome: 1962.

One of the main objects of the Freedom Campaign is to create public awareness of the basic elements of the world food problem. This booklet attempts to show in a simple and graphic form the striking features of this problem and provides a basis for thought in regard to its causes and possible solutions. Among the subjects treated are: cattle numbers and output by regions; grain surpluses; six countries where agricultural production is increasing rapidly; hybrid maize in the U.S.A.; wheat and legumes in Greece; wheat in Yugoslavia, poultry in Israel; more food from the sea.

147. United Nations, International Bureau of Education - UNESCO, In-Service Training for Primary Teachers. Geneva: 1962.

The study utilizes comparative national experiences to show the extent and organization of training, methods, international measures, future plans, and the categories of staff involved. A second section gives in more detail the national responses from which these generalizations were derived.

148. United Nations, International Bureau of Education - UNESCO. Shortage of Primary Teachers. Geneva: 1963.

This study utilizes comparative national experiences to demonstrate the shortage, its causes, and steps taken to overcome it. The latter part gives in greater detail the national responses from which these comparative conclusions were derived.

149. United Nations, Trusteeship Council, Law, Policy and Practice Relating to Land Tenure and Utilization in the Trust Territories Under British Administration: Memorandum Submitted by the United Kingdom Delegation. New York: 1951.

The part on Tanganyika includes discussion of agricultural training and extension, improvement of rural water supplies, livestock development, soil conservation, marketing and cooperative societies, agricultural and rural development schemes, proposed developments of the Rufiji and Kilombero valleys, and reclamation of tsetse-infested and waterless areas. The part on Togoland includes discussion on the introduction of improved farming methods, soil conservation, the work of local development committees, and cooperatives. The section on the Cameroons includes information on agricultural demonstration and on the Cameroons Development Corporation.

150. Williams, Gareth, Projecting Manpower Requirements and the Use of Educated Manpower in Agriculture. Paris: Organization for Economic Cooperation and Development, November 19, 1963.

The author mentions some special features of agricultural manpower but emphasizes the advantages of integrating agricultural and rural education, differentiating these two, into general educational planning.

151. Witt, L., "Economic Development With Special Reference to Agriculture." Agriculture Economics Seminar Proceedings, 1958. March 1959: pp. 3-6.

IV. Education and Development

152. Allen, G. V., "Education for Progress," World Food Congress, February 4, 1963.

153. Anderson, C. Arnold, Equity, Efficiency and Educational Opportunity in Relation to Economic Development. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, April 4-6, 1963).

Drawing extensively on examples, both from the historical experience of the West, and the contemporary underdeveloped countries, the author discusses the relation of access to education to educational performance with reference to development, suggesting that universal access is not the most important factor in enabling education to contribute to development, with consequences for the scale of educational efforts needed.

154. Annapolis Conference on International Education, The Proceedings of the Annapolis Conference on International Education. Published by the Bureau of International Cultural Relations, Department of State, July 27, 1959.

155. Arrow, Kenneth J., Criteria for Social Investment. Paris, Organization for Economic Cooperation and Development, August 16, 1963.

The author discusses the problems of calculating the benefits deriving from acts of social investment, concluding with a brief examination of these problems in the context of educational investment.

156. Report of International Study Group I to the Association of State Universities and Land Grant Colleges Centennial Convention, The Special Role of Land Grant Colleges and State Universities in Meeting the Needs of Developing Nations, November 12-16, 1961.

157. Axelrod, Joseph, and Donald N. Bigelow, Resources for Language and Area Studies. A report on the Language and Area centers supported under the National Defense Education Act of 1958. Washington, D. C.: American Council on Education, 1962.

158. Beers, H. W., and I. T. Sanders, "Effective Communication in Agricultural Extension." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. Working Papers, Agriculture , v. 10, no. 490, November 9, 1962.

159. Bjork, Richard, "The Role of American Universities in International Relations." Unpublished Ph.D. dissertation, Institute of Research on Overseas Programs, Michigan State University, n.d.

160. Boesch, Ernest E., Adapting Education to Society. Paris: UNESCO, June 14, 1963.

Using the methodology of information theory, the author treats education as a process of transmitting information and makes suggestions accordingly for the optimization of education and educational planning in relation to the inducement of social change.

161. Bose, Santi Priya, "Aims and Methods of Agricultural Extension and Their Adaptation to the Human Factor in Developing Countries." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries Proceedings. Rehoboth: August 1963.

It is necessary to change the entire cultural pattern of an underdeveloped society before permanent technological changes can be hoped for. The aim should be to change a folk society into an urban society. It will not be enough merely to give advice to the peasants to change their farming methods. Methods will have to be devised for changing the entire mental outlook of the peasant. Therefore, the method of agricultural extension should comprise a wide and comprehensive education program designed to bring about changes in the habits and mental horizon of the rural people.

162. Bowen, William G., Assessing the Economic Contribution of Education: an Appraisal of Alternative Approaches. Paris: Organization for Economic Cooperation and Development, May 11, 1962. (Classified 'restricted').

Describes the various methods of attempting to measure returns to investment in education, in the process of

162. (continued)

discussing the difficulties involved in their use, and some of the drawbacks to which they are subject. Included are: (1) the simple correlation approach; (2) the returns-to-education approach; (3) the residual approach; (4) the forecasting-manpower-needs approach.

163. Bowles, F. Access to Higher Education, Vol. I (UNESCO), 1963-1965.

Influenced by Lerner, Passing of Traditional Society.

164. Bowman, Mary Jean. "Human Capital: Concepts and Measures." Pp.69-92 in Mushkin, Selma J. (ed.), Economics of Higher Education. U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1962, No. 5. Washington: Government Printing Office, 1962, pp. xviii and 406.

165. Bowman, Mary Jean. The Shaping of Economies and Men. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. (Classified 'restricted'). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, April 4-6, 1963.)

This widely-ranging interdisciplinary study offers an extensive review of the relation between education and economic development based on the work of many authors, and offers some challenging ideas on the subject. The adoption of the various well-known development strategies for education planning in order to ensure its maximum utility is also discussed.

166. Busset, G. M., The Personal and Interpersonal Relationships Affecting the Work of American Advisers to the Extension Service of a Foreign Area. Cornell University Comparative Extension Education Seminar. Mimeo Release 3:5-21, September 1960.

167. Committee on the University and World Affairs, The University and World Affairs. A report by the Committee on the University and World Affairs, J. L. Morrill, chairman. New York: the Ford Foundation, 1960. Available through Education and World Affairs.

168. Committee on the College and World Affairs, The College and World Affairs. A Report by the Committee on the College and World Affairs, John W. Nason, chairman. Published by the Hazen Foundation, 1964. Available through Education and World Affairs.

169. Debeauvais, Michel, The Balance Between the Different Levels of Education. Paris: IEDES, 1963.

The paper discusses problems of measurement of educational enrolments, of construction of the educational pyramid, and of educational wastage, and then considers criteria for selecting a balance between different levels of education.

170. East African Institute of Social Research, Proceedings of the EAISR Conference, June 1963, Part F, Education Research. Kampala: East African Institute of Social Research, 1963.

The studies comprising this set of papers provide educational information of relevance to the educational planner, both at the macro- and micro-levels.

171. Enarson, Harold L., "The Universities' Stake in the Developing Nations." Remarks to the Association of Governing Boards' annual meeting, Pennsylvania State University, October 18, 1963. Available through Education and World Affairs.

172. Fenley, J. M., Importance of Understanding the Levels of Training in Extension Education. Cornell University Comparative Extension Education Seminar. Mimeo Release 2, pp. 1-9, July 1960.

173. Fenley, J. M. (ed.), Thoughts on Administration in Extension and Rural Development. Cornell University Comparative Extension Education Seminar. Mimeo release 8, April 1961.

174. Gelband, Carla S., "University Contract Programs: Education Support to Developing Nations." Paper prepared for the American Council on Education, August 1961.

175. Green, J. C., and V. W. Ruttan, "Agricultural and Industrial Extension Services to Diffuse Technological Knowledge," United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963. Science, Technology, and Development. United States papers, 1963: v. 9, pp. 51-60.

176. Hayden, Howard, Optimum Areas for Educational Administration in Rural Communities. Paris: UNESCO, September 1961.

This paper contains a discussion of administrative functions, and a consideration of systems in a number of countries, followed by proposals for a plan for administration, specifically referring to rural areas.

177. Holmgreen, E. N., An Appraisal of the Training Needs of Federal Agencies Engaged in Foreign Service. Cornell University Comparative Extension Education Seminar. Mimeo Release 2, pp. 17-20, July 1960.

178. Humphrey, Richard A. (ed.), University Projects Abroad. Papers presented at the Conference on University Contracts Abroad, November 17-18, 1955.

179. Humphrey, Richard A. (ed.), University Projects Abroad. Papers Presented at the Conference on University Contracts Abroad, November 1956.

180. Humphrey, Richard A. (ed.), Blueprint and Experience. Addresses and Summary of Proceedings of the Conference on University Contracts Abroad, November 14-15, 1957.

181. Humphrey, Richard A. (ed.), Education Without Boundaries. Addresses and Summary of Proceedings of the Conference on University Contracts Abroad, November 1958.

182. Humphrey, Richard A. (ed.), Toward a Foreign Policy for Higher Education. Addresses and Summary of Proceedings of the Conference on University Contracts Abroad, November 1959.

183. Humphrey, Richard A. (ed.), The Role of American Higher Education in Relation to Developing Areas. Addresses and Summary of Proceedings on the Conference on University Contracts Abroad, November 1960.

184. Hurwitz, Shmuel, "Aims, Organization and Teaching Methods for University Education in Agriculture in Developing Countries." Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries. Rehovoth: August 1963.

University agricultural education must strive for the combination of the widest possible professional knowledge, with specialization in a particular agricultural branch.

185. Jacoby, E. G., Methods of School Enrollment Projection. Education Studies and Documents, No. 32. Paris: UNESCO, 1959, pp. 0 and 43.

186. Krasovec, S., "Extension and Community Development." World Food Congress, May 6, 1963.

187. Lamrock, J. C., "Agricultural Extension in a Developing Country." United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. 'Working Papers, Agriculture', v. 8, no. 393, October 26, 1962.

188. Laves Report, Toward a Cultural Effort in International Educational and Cultural Affairs. Prepared by Walter Laves, 1963.

189. Lubin, Isador; Dollard, Charles (eds.), Human Resources. Training of Scientific and Technical Personnel. Washington, D. C.: U.S. Government Printing Office, 1963.

A collection of papers prepared by the United States for the U. N. "Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas', 1963, dealing with a variety of themes of interest to the educational planner.

190. Lynn, Charles W., Agricultural Extension and Advisory Work With Special Reference to the Colonies: A Report on a Tour Made in 1947 to Study Agricultural Extension and Advisory Work in East and West Africa, England, Canada, and the United States of America and Puerto Rico. London: Her Majesty's Stationery Office, 1949. Bibliography: p. 103-104.

190. (continued)

"...the importance of rural welfare should receive greater recognition by the Administration in formulating basic Colonial policies than has been the case in the past.... It is not large new schemes that are required so much as facilities to carry out and expand existing policies."

The report contains the following sections: definition and aims of extension program planning; approach to extension; extension methods; conclusions; summary; and appendixes describing extension services in England, Wales, Canada, the United States, and Puerto Rico. "In preparing this report conditions of African peasant agriculture have been kept mainly in mind."

------ ----- Colonial review, v. 6, September 1949: 74-77. L16.C6, v. 6. Abridged extracts from the report.

----- ---- Tropical agriculture, v. 26, July/December 1949: 70-75.
Reprints the abridged extracts which appeared in the Colonial Review. Agricultural extension work and the colonies: a study of the experience of other countries. Commonwealth survey, no. 25, July 25, 1949: 35-36. Comments on the report and on its foreword by Sir Frank Stockdale, deputy chairman of the Colonial Development Corporation, who summarizes the main developments in colonial agriculture in the past fifty years and calls attention to the importance of extension work in raising productivity and living standards.

191. Lyons, Raymond F., "Criteria and Methods for Assessing an Educational System." Pp. 57-65 in Parnes, Herbert S. (ed.), Planning Education for Economic and Social Development. Washington: Organization for Economic Cooperation and Development, 1962, pp. 0 and 270.

192. Malassis, L., Intellectual Investment in Agriculture for Economic and Social Development. Paris: Organization for Economic Cooperation and Development, 1962.

192. (continued)

An examination of intellectual investment, divided between research, education and information, in the agricultural sector. Illustrates also the relevance of such investment to economic development, and also the need for it to take place in harmony with development, to avoid an exodus of the educated from the land. Chapter Seven, dealing with planning, emphasizes the need to include agricultural education in educational planning, and discusses this process, with an example from France. The coordination of all the aspects of intellectual investment, to facilitate economic development, is emphasized.

193. Malassis, L., Rapport preliminaire sur la programmation des investissements intellectuels en agriculture en relation avec le developpement economique et social et la programmation de l'education en general (Preliminary Report on the Programming of Intellectual and Agricultural Investment in Relationship to Economic and Social Development and the Programming of Education in General). Paris: UNESCO, September 4, 1963. (Classified 'limited').

The paper is intended to underline the principle that rural development goes hand in hand with the development of rural education, and hence planning of these developments must also be closely related. It goes on to consider the process of planning rural education.

194. Marvel, William W., The Place of Education and Human Resource Development in Foreign Assistance. Report on a conference organized by Carnegie Corporation and held at Williamsburg, Virginia, April 8-10, 1962. Available through Education and World Affairs.

195. Morrill, J. L., The University and World Affairs, Morrill Committee Report, 1960.

196. Mosher, A. T., "Education, Research, and Extension in Agricultural Economics in Asia and Latin America Today," Tenth International Conference Agricultural Economists Proceedings, Mysore, 1958. London: 1960, pp. 195-219.

196. (continued)

The important need is for a sufficiently intimate functional relationship between education, research, and extension so that each is influenced by, and served by, the other two. This can be achieved by the following measures short of total administrative integration where the latter is either unwise or unachievable. (1) By adding a training component to research projects. (2) By making project grants for research to agricultural colleges. (3) By giving regional extension responsibility to colleges of agriculture. (4) By strengthening professional societies of agricultural economics. (5) By meeting each other's needs. Perhaps the most important step of all in integrating the three activities is to be contributed by men in each field constantly keeping in mind the the inter-relationships between them and making opportunities for cooperation and mutual service.

197. Neff, Kenneth L., Education and the Development of Human Technology. U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1962, No. 20. Washington: Government Printing Office, 1962, Pp. iii, 34.

198. Organization for Economic Cooperation and Development, "Agricultural Education at University Level." OECD Documn. Fed. Agric., Paris, No. 70, 1965.

Part I, General introduction and commentary on country reports, compares the data contained in the revised country chapters with those in the original report No. 30 and shows that there is continuing change and development in agricultural education. Part II consists of the country reports on the general situation of higher education. Part III contains curriculum patterns for agricultural first degrees in member countries of OECD. Part IV provides details of facilities for post-graduate studies. Part V presents cooperation between agricultural faculties and Part VI shows the contribution of the faculties of agriculture in member countries of OECD to higher education in agriculture in developing countries.

199. Organization for Economic Cooperation and Development, Seminar Syllabus. Paris: OECD, August 28, 1963. (Classified 'restricted').

A series of seminar subjects referring to problems to be dealt with in the formulation of an educational plan, with discussion outlines, used at the OECD Training Course for Human Resource Strategists held in Athens in September 1963.

200. Organization for Economic Cooperation and Development, Supply, Recruitment and Training of Science and Mathematics Teachers. Paris: OECD, no date.

Using data from OECD countries, this short book discusses the supply and demand situation for teachers, methods of training, and the utilization of personnel. In conclusion recommendations are made for measures to alleviate the shortage of personnel revealed by the survey.

201. Organization for European Economic Cooperation, Directorate for Scientific Affairs, Policy for School Science, Countries with Advanced School Systems. Paris: Directorate for Scientific Affairs, OEEC, 1961.

202. Parnes, Herbert S., Planning Education for Economic and Social Development. Paris: Organization for Economic Cooperation and Development, October 1963.

The papers which comprise this book together give an introduction and in some cases detailed treatment of almost all aspects of the subject. Hence this must be regarded as a basic text for educational planners.

203. Phillips, H. M., Education and Development. Paris: UNESCO, June 25, 1963. (Classified 'limited') (Draft chapter for Handbook on economic and social aspects of educational planning.)

A wide-ranging introductory study of education in economic and social development, which considers in some details the problems of integration of educational planning into development planning.

204. Rashid, M., Absorption of the Educated. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, August 29-September 7, 1963.

The paper discusses the commonly associated phenomena of unemployed intellectuals and scarcity of skilled labor, and suggests that educational planners should take account of the character of the labor market, particularly when planning for the higher levels of education. Social factors affecting employment must also be considered.

205. Robinson, Mary E., Education for Social Change: Establishing Institutes of Public and Business Administration Abroad. A Report by Mary E. Robinson, based on a conference conducted by the Brookings Institute for the Public Administration Division of the International Co-operation Administration. Washington, D. C.: Brookings Institute, 1961.

206. Sauvy, Alfred, Social Factors in Education Plans. Paris: UNESCO, January 21, 1963. (Classified 'limited'). (Draft chapter for the Handbook on economic and social aspects of educational planning.)

After mentioning the importance of demographic factors in educational planning, the author considers the effect of social inequality on education, the relation between education and employment, and the influence of education on social stratification.

207. Sen, Amartya K., A Planning Model of Education Requirements of Economic Development: Some Comments. Paris: Organization for Economic Cooperation and Development, April 18, 1963. (Classified 'restricted').

The paper considers the Tinbergen approach to educational planning as analogous to the planning of capital goods' requirements and evaluates Tinbergen's work accordingly. In conclusions it is suggested that this approach is better adapted to elucidating minimum requirements for educated people rather than optimum requirements.

208. Texeira, Anisio X., Ostensible and Real Values in Educational Policy. Santiago: United Nations, 1961.

The paper shows how the concept of education prevalent in Brazil, and hence the structure of the school system, are out of step with the educational needs of national development.

209. Thorp, Willard L., "101 Questions for Investigation." Pp. 345-356 in Mushkin, Selma J. (ed.), Economics of Higher Education, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1962, No. 5. Washington: Government Printing Office, 1962, pp. xviii, 406.

210. Tinbergen, J., Education Planning Manual. Paris: UNESCO, July 15, 1962. (Draft chapters for the Handbook on economic and social aspects of educational planning).

In these chapters the author sets out a methodology for educational planning, via the medium of manpower requirements.

211. Umali, D. M., "Technological Education for the Economic Development of the Country." Philippines Sugar Technology Convention Proceedings. 1960, 8: pp.117-120.

Paper also includes material on agricultural education.

212. United Nations Conference for the Application of Science and Technology for the Benefit of the Less Developed Areas, Geneva, 1963, Agricultural Credit, Cooperatives and Marketing: Report of the Conference Secretary-General. (Working Papers, Agr.) v. 12, No. 88(C), December 14, 1962.

213. United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, Agricultural Extension and the Promotion of Conservation Principles: Farm Management and Planned Development, report of the conference secretary-general. (Working Papers, Agr.) December 20, 1962: v. 12, no. 92(C).

214. United Nations Educational, Scientific and Cultural Organization, Education in a Technological Society. Paris: 1952.

In 1950, a conference brought together experts from twelve of the Member States of Unesco for the purpose of studying the question of the adaptation of the system of education to a technological society. These experts concerned themselves mainly with industrial countries, but they also took into account the situation in Brazil, India and Turkey.

This book presents the conclusions reached by the conference with respect to the following questions: the forecasting of qualified staff requirements; the orientation and development of technical education; the content of general education; the content of technical and cultural education; occupational adaptation and flexibility; the education of girls and women; administrative measures to ensure the adaptation of education to technological development.

The 'Conclusion' contains the text of a questionnaire which relates to the problems studied by the conference and which the latter proposes to send to the Member States of Unesco.

215. United Nations Education, Scientific and Cultural Organization, Financing of Education. International Conference on Public Education, 18th. Paris/Geneva: Unesco/International Bureau of Education, 1961.

A comparative study of methods used by various countries in financing educational schemes, showing how the several categories of public education are financed. Lists of funds available in each area are included. The main body of the text is followed by a section devoted to studies by individual countries.

216. United Nations Education, Scientific and Cultural Organization, Elements of Educational Planning. Education Studies and Documents, No. 45. Paris: UNESCO, 1963, pp. 0, 42.

2

217. United Nations Educational, Scientific and Cultural Organization, and International Bureau of Education, Financing of Education: A Comparative Study. Publication No. 163. Geneva/Paris: IBE/UNESCO, 1955.

218. United Nations Educational, Scientific and Cultural Organization, Manual of Educational Statistics. Paris: 1961.

This handbook of suggestions, definitions, principles and examples for educational statisticians was largely compiled from information supplied by Member States in the form of national publications and contributions to the World Survey of Education. The section that is most relevant to the subject of educational planning is that headed 'Statistics of educational finance', which gives tables of national expenditure and particular financial allocations for education, with an explanatory text.

219. United Nations Educational, Scientific and Cultural Organization, The Organization of the School Year: A Comparative Study. Educational Studies and Documents, No. 43. Paris: UNESCO, 1962, pp. 0, 113.

220. United Nations Educational, Scientific and Cultural Organization, Secondary Technical and Vocational Education in Underdeveloped Countries. Educational Studies and Documents, No. 33. Paris: UNESCO, 1959.

221. United Nations Educational, Scientific and Cultural Organization, and International Bureau of Education, The One-Teacher School. Publication No. 228. Geneva/Paris: IBE/UNESCO, 1961.

222. United Nations Education, Scientific and Cultural Organization, Training of Science Teachers for Secondary Schools. Paris, UNESCO, 1961. (Education Abstracts. Vol. XIII, no. 4 - 1961).

Given the importance of middle-level technical manpower in development, and its universal scarcity, the training of secondary level science teachers becomes a crucial aspects of the teacher-supply problem which usually faced educational planners. An introductory essay discusses these training needs in general, and is followed by a series of brief accounts of national experiences.

223. United Nations, Experiments in Training for Community Development. New York: 1957.

This book is a collection of descriptive accounts of training programs for community development being carried out in different parts of Asia, the Middle East and Africa. Material is presented under four main headings in order to facilitate the comparative study of content and methods of training. These headings are: I. Training of village level workers. II. Training of women workers. III. Training of local leaders. IV. Training of supervisory staff.

224. United Nations, International Bureau of Education - UNESCO, In-Service Training for Primary Teachers. Geneva: 1962.

The study utilizes comparative national experiences to show the extent and organization of training, methods, international measures, future plans, and the categories of staff involved. A second section gives in more detail the national responses from which these generalizations were derived.

225. United Nations, International Bureau of Education - UNESCO, Shortage of Primary Teachers. Geneva: 1963.

This study utilizes comparative national experiences to demonstrate the shortage, its causes, and steps taken to overcome it. The latter part gives in greater detail the national responses from which these comparative conclusions were derived.

226. U. S. Advisory Commission on International, Educational, and Cultural Affairs, A Beacon of Hope: The Exchange of Persons Program, Report from the U. S. Advisory Commission on International Educational and Cultural Affairs, John W. Gardner, chairman. Washington, D.C.: Government Printing Office, 1963.

227. United States Committee on Government Operation, Government Program on International Education (A Survey and Handbook). 42nd Report by the Committee on Government Operation (Quattlebaum Report), 1960.

228. Weidner, Edward W., The World Role of Universities. New York: McGraw-Hill, 1962. Summary volume of the studies by Michigan State University on the overseas activities of American universities and colleges; includes a comprehensive bibliography.

229. White, E. D., "The Job Ahead." Conference on Agricultural Service in Foreign Areas, 1960, Proceedings. Published 1961, 9: pp. 81-85.

The paper discusses training leaders for underveloped areas.

230. World Confederation of Organizations of the Teaching Profession, Public Support for Education. Washington: World Confederation of Organizations of the Teaching Profession, 1958.

V. Africa

A. Economic and Social Development

231. Ashford, Douglas E., Second and Third Generation Elites in the Maghreb, Department of State, 1963.

232. Beckett, W. H., "Rural Development in British West Africa," International Institute of Differing Civilizations. Record of the 28th meeting held in The Hague on September 7-10, 1953. Bruxelles: 1953, pp. 118-127.

The paper describes the intense planning activity in these territories — community development, marketing boards, and planned development projects — as well as agricultural extension and education.

233. Deko, Gabriel Akinola, Organisation and Implementation of Modern Agricultural Development. Rehovoth: Rehovcth Conference on Comprehensive Planning of Agriculture in Developing Countries, August 1963.

It is necessary to introduce education and training as the first vital prerequisite to any successful agrarian reform contemplated in modern Africa. Much will depend on how available land is utilized. Next comes the all-important question of capital. The three basic amenities in the consideration of any rural development programs are good and adequate water supply, transport and communication service, and social welfare services.

234. Mircle, M. P., "Response to Economic Incentives in Central Africa." Western Economists Association Proceeding 36: 28-32, 1961.

235. Rhodesian Economic Society (proceedings), Symposium on Agriculture and Economic Development (in S-central Africa) held at the University College of Rhodesia and Nyasaland on July 25, 1964. No. 9, 1964, pp. vi, 152.

The seven following papers dealing with various aspects of the situation in S.-central Africa were presented: the role of agriculture in economic development (D. S. Pearson) in which the description given of the factor supply problem in the area suggests that for the immediate future the "preferred" development route will lie in the agricultural sector but that in the long run it will switch to the industrial sector; the sociological background to agricultural development (J. C. Mitchell), touching upon some of the ethical and moral issues involved in any sort of population redistribution that entails a drastic realignment of social relationships; economic factors determining agricultural policy (L. Urbe); the effectiveness of government plans (T. R. C. Curtin), in which the relevance and usefulness of the cost-benefit system of analysis is demonstrated; sample survey problems (A. A. le Roux); planning, with the input-output model (R. W. M. Johnson), which sets out the kind of calculations required to make forward projections in the agricultural sector; a modified input-output matrix for Northern Rhodesia (E. Osborn), presenting a simplified matrix to be used for projection work and as a framework for testing the consistency of policy objectives in various fields.

236. Robinson, E. A. G. (ed.), Economic Development for Africa South of the Sahara. Proceedings of a conference held by the International Economic Association. London: Macmillan, 1964.

The conference, held in Addis Ababa in 1961, represented the third of such regional conferences organized by the International Economic Association. It was concerned mainly with the practical economic problems and difficulties confronting African countries trying to plan development rather than with the more theoretical aspects of growth theory. The first part was devoted to studies of these problems. G. S. Ligthart and B. Abbai contributed a paper on the aims and possibilities of economic development in Africa. E. A. G. Robinson dealt with the problems of Africa as a whole, and then followed seven papers studying the problems of development of different groups of countries within the continent. The more functional aspects of these problems were then discussed in a further seventeen papers contributed by experts from many parts of the world and including a paper by M. Yudelman on some aspects of African agricultural development. Certain common features and issues emerged from these background studies: the heavy dependence of all these countries on primary production and primary exports; the great advantage accruing to these countries which had mineral resources to add to agricultural resources; their sensitivity to fluctuations of primary product prices; their very small scale, almost without exception, both as markets for the development of local industries and as nations attempting to carry the administrative burdens, national and international, of nationhood; in most cases also, the paucity of educated manpower to carry the responsibilities of national and industrial administration, and of the skills needed for industrialization.

237. Sine, L., and S. Cruck, Le developpement rural et l'importance des centres-pilotes. (Rural development and importance of pilot centers). United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. (Working Papers, Agr.), v. 5, no. 232, October 9, 1962.

The paper contains an English summary, 1 p.

238. United Nations, Food and Agricultural Organization, Africa Survey. Report on the Possibilities of African Rural Development and Social Growth. Rome: FAO, 1961.

This report is divided into three parts: The setting, technical change and the balanced use of resources, and some problems of rural development. Part I gives the background to rural development in tropical Africa. The introduction focuses on the opportunities and problems which devolve from the emergence into independence of the many Africa countries and outlines the main features of the present situation. The other chapters in this section deal with various aspects of development, including the economic framework to rural development. Part II concentrates on technical possibilities in agriculture. Part III draws on the analysis of the former two chapters for broad or specific suggestions and recommendations. It includes Education for rural progress, the Institutional framework of agriculture. Positive approach to technical measures for efficient land use and recommendations on Widening the scope of development. The Conclusions chapter summarized the main recommendations emerging from the survey.

239. United Nations, Food and Agricultural Organization, Africa Survey. Report on the Possibilities of African Rural Development in Relation to Economic and Social Growth. Rome: FAO, 1962.

This survey of African development with particular emphasis on rural progress is a contribution to the Freedom from Hunger Campaign. Assistance to rural progress in Africa does not present problems essentially different from those of other less developed areas. It is the magnitude of the problem which demands special attention. Africa is predominantly rural. Over 80 per cent of its population depends directly on agriculture, pastoral and fishing activities, and forestry. The report is divided into three parts. Part one gives the background to rural development in tropical Africa (physical resources, scope for economic development, etc.). Part two concentrates on technical possibilities in agriculture (ecological balance, shifting cultivation, crop production, etc.), part three draws on analysis of the former two parts for suggestions (organization of planning, education for rural progress, etc.).

B. Foreign Aid - Technical Assistance

240. El Shimy, S. A. F., Correlating Technical Training with General Education in Africa. Paris: UNESCO, 1963.

The author stresses the need for education to relate to environment, and shows how this fails to happen in most African education, which takes children from agricultural backgrounds and trains them for white-collar jobs. He then describes a Ugandan initiative to overcome this situation, and makes some proposals for African agricultural education.

241. Parcher, L. A., "The Potential for Contribution to African Economic Development Through Agricultural Aid Programs." Southwestern Social Science Association Agriculture Economics Section Proceedings. 1962: pp. 5-18.

242. Williams, G. M., "The Role of American Higher Education in Developing African Nations." American Association of Land-Grant Colleges and State Universities Proceedings. 75(1): 22-25, 1961.

243. U. S. National Research Council, Recommendations for Strengthening Science and Technology in Selected Areas of Africa South of the Sahara. Washington: 1959.

C. Agriculture and Development

244. Freitag, R. S., U. S. Library of Congress, General Reference and Bibliography Division, Agricultural Development Schemes in Sub-Saharan Africa: A Bibliography. Washington: 1963.

245. Herskovits, M. J., "Some Problems of Land Tenure in Contemporary Africa," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University Wisconsin Press, 1956, pp. 231-242.

246. Inter-African Bureau for Soils and Rural Economy, Monthly Bibliographical Bulletin. Paris: October 1951.

Bulletins for October 1951-June 1953 issued by the Bureau under its earlier name: Inter-African Information Bureau for Soil Conservation and Land Utilization.

It is an important continuing source and guide to information about agricultural development in Africa. Each issue contains abstracts of serial and monographic literature (including the publications of governments and international organizations) relating to soil conservation and rural economy. Topics covered include plans for economic and social development, native colonization settlements, land utilization and problems concerning agricultural mechanization, training and extension in soil conservation, and large-scale irrigation and drainage projects.

247. Inter-African Soils Conference. 2nd, Leopoldville, Belgian Congo, 1954. Comptes rendus. Proceedings. Bruxelles: 1955?

This contains 120 reports and communications, which include summaries of progress in soil conservation since the first conference at Goma in 1948, in the following countries: the Gold Coast, Nigeria, Sierra Leone, Upper Volta, the Somaliland Protectorate, Tanganyika, Northern and Southern Rhodesia, Basutoland, the Union of South Africa, Angola, Mozambique, the Belgian Congo and Ruana-Urundi, and Madagascar. These progress reports frequently make reference to settlement, group farming, and reclamation, and irrigation schemes.

The recommendations of the conference, in the areas of soil conservation and utilization, include the intensification of efforts to educate rural populations in conservation methods; destocking and pasture improvement; control of erosion along water-courses; fish farming; and the teaching of the use of livestock for cultivation and supplying manure.

248. United Nations, Trusteeship Council, Visiting Mission to the Trust Territories in West Africa. Report on Togoland under French administration. New York: 1949.

The report includes observations on development plans, cooperatives, the work of the farm schools and the pilot

248. (continued)

centers (the chief purpose of which is to persuade native farmers to improve their methods of cultivation, particularly by the use of manure and draft animals), and other official efforts to aid agricultural development.

249. U. S., Mutual Security Agency, Special Representative in Europe, A study of Agricultural Conditions in the Belgian Congo and Ruanda-Urundi, by James S. Hathcock, agricultural economist. Paris: 1952.

The paysannat program and agricultural research, operations, and education are discussed on p. 28-31 and p. 32-36. Recommendations for a technical assistance program include suggestions for projects affecting agricultural development and productivity (p. 37-64).

D. Education and Development

250. Brand, W., "The Financing of Education". Conference on African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961. Final Report. Paris: UNESCO, no date.

A model of the process of costing a plan for African educational expansion.

251. Conference on African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961. Final Report.

252. East African Institute of Social Research, Proceedings of the EAISR Conference, January 1963, Part B., Education research papers. Kampala: EAISR, 1963.

The studies comprising this set of papers include sociological and educational data relevant to effective educational planning for African countries.

253. Petit, J., "The Attitude of the Population and the Problem of Education in the Sahara." United Nations Educational Scientific and Cultural Organization, Arid Zone Research. 18:459-470, 1962.

254. Phillips, H. M., "Education as a Basic Factor in Economic Development." Pp. 97-106 in United Nations Economic Commission for Africa, and United Nations Education, Scientific and Cultural Organization, Final Report: Conference of African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961. Paris: UNESCO, 1961, Pp. vi, 127.

255. Sturrock, F. G., Agricultural Economics in Africa: A Report on Training and on the Potential Demand for Agricultural Economists. Rome: Food and Agricultural Organization of the United Nations, 1964.

Chapter I considers the role of agricultural economics in Africa in relation to (1) research, (2) administration and (3) extension work. Chapter II deals with general training in agriculture and the training of professional agricultural economists. Various criticisms are made of university and college curricula and teaching methods and suggestions are given for new syllabuses, an in-service training for the advisory service and the provision of a post-graduate course in farm management. Chapter III examines the potential demand for agricultural economists in teaching, independent research, organization of surveys and assistance to the advisory services. The annual requirements of agricultural economists is estimated at about 100, of whom 60-70 could be trained at the four relevant departments in Nigeria (2), Sudan (1) and East Africa (1) and the remainder abroad. Post-graduate study overseas is recommended. The eight final recommendations made include a demand for improving teaching, especially in micro-economics, higher standards of teaching, improvement of training facilities in French-speaking Africa, provisions for scholarships, the establishment of an Agricultural Research Council in each country responsible for financing projects in agricultural economics, surveys on agricultural structure and data collections, specialist and postgraduate courses at African universities, and a reliable estimate of the number of experts needed if the subject is to play a proper role in African agricultural developments.

256. United Nations Educational, Scientific and Cultural Organization, and United Nations Economic Commission for Africa. Final Report: Conference on African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961. Paris: UNESCO, 1961, PP. vi, 127.

257. United Nations Educational, Scientific and Cultural Organization/Economic Commission for Africa, Conference of African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961. Final Report. Paris: 1961.

The purpose of the Addis Ababa Conference was to provide a forum for African States to decide on their priority educational needs and, in the light of economic and social development in Africa, to establish a tentative short-term and long-term plan for educational development in the continent.

The final report contains the results of the work done in commissions and at plenary meetings. The following problems were considered: an inventory of educational needs essential to economic and social development in Africa with a review of the cultural and socio-cultural factors involved; education as a basic factor in economic and social development; patterns of international cooperation; financing; the process of educational planning; prerequisites in general education for specialized, technical and vocational training; adult education.

The report then outlines a plan for African educational development, the final section of which contains the recommendations approved by the conference. This plan, covering short-term (1961-1966) and long-term needs (1961-1980) gives some idea of overall needs, priorities and costs in respect of the African continent as a whole.

Several of the background papers submitted to the conference by various experts appear as annexes.

258. United Nations Educational, Scientific and Cultural Organization, Economic Commission for Africa, Conference of African States on the Development of Education in Africa, Addis Ababa, May 15-25, 1961 - Final Report. Paris: UNESCO, no date. ED/181.

After general comments on various aspects of African education, the Report outlines a plan for African educational development. Annex IV includes papers on educational planning and the relation of education to development, among other subjects.

259. United Nations Educational, Scientific and Cultural Organization, Conference of African Ministers of Education, March 25-30, 1962. Final Report. Paris: 1962.

The report contains the proceedings and resolutions of the conference together with two working documents, one entitled "National plans for education development in the general context of economic and social development" (112 p.), and the other called "Current educational budgeting in relation to the goals of Addis Ababa" (111 p. plus tables).

The chief purpose of the conference was to examine and evaluate the progress made and the problems encountered since an overall plan for the development of education in Africa was adopted at Addis Ababa, in May 1961.

Having completed a thorough review of national education plans and budgets in African countries, the conference recommended that Member States and Associate Members of Unesco in Africa should:

(1) Establish or further improve educational planning machinery;

(2) Integrate the educational plans into the national development plan for each country;

(3) Continue to concentrate on the improvement and expansion of teacher training at the first and second levels as 'being the starting point for educational development in Africa';

(4) Continue to give priority to second level education;

(5) Step up rural education and relate the rural school more to agriculture and rural crafts in order to make rural life 'as full and attractive as the life of an urban community';

259. (continued)

(6) Give special attention to adult education programs;
(7) Undertake and expand research in the techniques of language teaching - in the mother tongue and other languages - and also arrange for the teaching of a second language;
(8) Organize in each country a study on systems of administration and supervision in order to gain the best returns on educational investment.

The conference also formally requested continued and further outside assistance from the United Nations and its Specialized Agencies. This would, for instance, take the form of aid in educational planning as part of national development programs through the provision of experts' services and Unesco-Opex personnel; and the establishment of an educational planning division within the Institute of Economic Development Planning being established by the ECA (Economic Commission for Africa) in Dakar.

In addition, the conference called for an expansion and increase of Unesco's aid in the form of professors, teachers, fellowships, equipment, libraries and also the establishment in Unesco of a clearing house for the recruitment of teachers willing to serve in Africa. Increased assistance was also requested for the provision of the services of experts to give training in the use of audio-visual equipment and in the adaptation to African education conditions of new mechanical methods of teaching and learning.

The conference recommended a number of financial measures to Member States and Associate Members in Africa. One of these concerned appropriate measures to be taken by ministries of financial planning and economic development to increase each country's investment in education from the current 3% of the gross national product towards the goal of 4% by 1965, as set forth in the Addis Ababa Plan. The conference noted 'that achievement of this aim by the African countries is an expression of the principle of self-help on which all international cooperation is securely founded'.

259. (continued)

Another recommendation was that urgent measures be taken to reduce the cost of second level education and make the most economic use of existing educational equipment. It was further recommended that national planning authorities, after estimating capital and recurrent expenditure for educational development over the next five to ten years, could use these as the basis for a request for credit from the International Development Association of the International Bank for Reconstruction and Development.

In the field of higher education, the conference urged African States to continue to cooperate with one another in establishing and operating educational institutions - particularly at the post-secondary levels in higher teacher-training colleges, universities, polytechnics, institutes of technology, faculties of agriculture and medicine - in relation to the resources and needs of individual countries.

E. Algeria

260. Hammiche, B., Educational Planning. Paris: UNESCO, October 7, 1963.

A brief description of the machinery set up, and the intial steps taken, for educational planning in the Algerian Democratic Republic.

F. Bechuanaland

261. Bechuanaland (Protectorate), Department of Agriculture Annual Report. Mafeking.

Recent issues record the year's achievements in extension work, the Mogobane irrigation scheme, the Masama livestock improvement center, soil and water conservation, and Colonial Development and Welfare schemes.

G. Basutoland

262. Basutoland, Department of Agriculture. Annual Report. Maseru.

Recent issues include information on agricultural education, progressive farmers, cooperative societies, soil conservation and land use planning, and two Colonial Development and Welfare schemes which closed down in 1960, the mechanized group farms and the pilot project.

262. Great Britain, Office of Commonwealth Relations, Annual Report on Basutoland. London: Her Majesty's Stationery Office, 1946 + .

Part I of each report gives information about development plans or about schemes financed from the Colonial Development and Welfare fund. Among these are projects for agricultural training, mechanized group farming, soil conservation, and water development. Chapter 6, "Production," in Part II, tells of the year's work in agricultural, livestock, and cooperative development.

H. Cameroon

264. Cameroons, Southern, House of Assembly, Policy for Agriculture. Buea: 1955.

A statement of official policy with regard to agricultural development. Activities of the Department of Agriculture will include education and extension, operation of experimental and demonstration farms, soil conservation, propagation of improved agricultural practices including mixed farming, and the development and sale or rent of agricultural machinery.

265. Great Britain, Colonial Office. The Cameroons under United Kingdom administration, report by Her Majesty's Government in the United Kingdom of Great Britain and Northern Ireland to the General Assembly of the United Nations. London: Her Majesty's Stationery Office, 1920-21+.

In recent issues, Part VI, "Economic Advancement," contains information on the work of development corporations,

265. (continued)

marketing boards, and cooperatives in Southern and Northern Cameroons, and reviews the year's work and present situation of agricultural and livestock development. Settlement schemes, the teaching of soil conservation and mixed farming, and the development of fish cultivation are among the activities reported.

I. Congo

266. Billes, D. J., "The Planning of Land Use and Soil and Water Conservation in the Northern Territories," Inter-African Soils Conference Proceedings. 2nd, Leopoldville, Belgian Congo, 1954. Bruxelles: (1955?), v. 2, pp. 1143-1155.

Five land planning areas have been established, and a sixth will soon be added. Grazing control, irrigation schemes, fish farming, fertilizer demonstrations, and agricultural extension are among the activities undertaken. An annexure reproduced the Land Planning and Soil Conservation Ordinance, 1953.

267. Boutillier, J., "Relations of the Toucouleur Land System and Traditional Social and Economic Organization: Their Present Development," International African Seminar, 2, Leopoldville, 1960, African Agrarian Systems. 1963, pp. 116-136.

The paper contains an English summary.

268. Crine, F., "Political and Social Aspects of the Land Tenure System of the Northern Luunda," International African Seminar, 2, Leopoldville, 1960, African Agrarian Systems. 1963: pp. 157-172.

An English summary is contained in the article.

J. Egypt

269. Ministry of Education, Education in the Egyptian Region and the Five-Year Plan. Cairo: 1960.

Text of an address delivered by Ahmed Naguib Hashim, Minister of Education, at the General Congress of the National Union, Cairo, June 1960. The first part treats of different aspects of Egyptian educational development between 1952 and 1960. The second is an outline of the five-year plan 1960-1965 elaborated on the basis of the needs of each educational field. A short table gives essential facts and figures relating to the ministerial budget and the number of students in each type of school.

270. Warriner, D., Land Reform and Economic Development. Cairo: 1955. (National Bank of Egypt. Fiftieth Anniversary Commemoration Lectures).

K. Ethiopia

271. Ethiopia, Ministry of Education, Elementary Schools Curriculum. Addis Ababa: 1958.

An experimental book designed for the use of primary and community schools. For the first four-year period both schools follow much the same curriculum. Later on children in primary schools continue for another two years to finish their elementary education. The curriculum is divided into academic and non-academic subjects.

A new and revised curriculum is now ready for publication.

272. Ethiopia, Imperial Ethiopian College of Agricultural and Mechanical Arts, The Agriculture of Ethiopia, report of Oklahoma State University, U. S. AID contract, 10. Addis Ababa: 1963.

273. Ethiopia, Ministry of Education and Fine Arts, Technical and Agricultural Committees, Technical and Agricultural Education in Ethiopia. Addis Ababa: 1952.

These two committees were appointed to study the problem of vocational education in Ethiopia, and to prepare plans for

273. (continued)

such education. This document contains the committees' findings, together with their suggestions for curricula and recommendations for the improvement of teacher training at all levels and for the establishment of new schools. Particular emphasis is placed on the teaching of handicrafts and the training of teachers for this work.

One appendix examines courses offered at the Technical School in Addis Ababa, and makes suggestions for enlarging the curriculum. Another appendix deals similarly with the work of the University Faculty of Engineering.

274. Ethiopia, Ministry of Education and Fine Arts, A Ten-Year Plan for the Controlled Expansion of Ethiopian Education. Addis Ababa: 1955.

This includes the Long-Term Planning Committee's recommendations for the establishment and development of community schools, giving details concerning the proposed aims, organization, administration and finance of the program.

275. Ethiopia, Ministry of Education and the Fine Arts, Proposed Plan for the Development of Education in Ethiopia. Addis Ababa: 1961.

A committee of investigation was appointed in 1961 to examine the situation of education in Ethiopia in the light of the conclusions and recommendations of the regional conference held at Addis Ababa and to make proposals for a 5-year plan and also a 20-year plan for Ethiopia within the framework of the plans for the continent of Africa that were adopted at that conference.

The committee approached its task from the angle of the existing educational organization, and concentrated its attention upon the quantitative aspects of development - the number of pupils to be provided for, the number of teachers to be recruited and of classes to be formed, and the funds required. This volume contains the text of the plan and the minutes of the meetings at which the committee drafted it after studying the various problems to be solved.

276. United Nations, Food and Agriculture Organization. Agriculture in Ethiopia. Compiled by H. P. Huffnagel, consultant to FAO. Rome: 1961.

The book gives much background information on the country, its physical characteristics, and economic conditions. Includes some material on cotton and coffee development programs, livestock development, agricultural education and extension, Food and Agriculture Organization and Point Four aid, and credit facilities for agricultural loans.

277. U. S. Operations Mission to Ethiopia, The Point 4 Program in Ethiopia: A Cooperative Program of the Ethiopian and United States Governments. Addis Ababa: 1954.

The paper contains statement on nine projects relating to agriculture and water resources. These include programs to assist with agricultural education and extension, pest control and animal disease control, a survey of water resources (for irrigation as well as power), and the development of a well-drilling program.

278. U. S. Operations Mission to Ethiopia, The Agriculture of Ethiopia. Addis Ababa: 1954.

The volumes of this series, which are the annual reports of the cooperative agricultural program of the U. S. Operations Mission to Ethiopia, include comprehensive summaries of the teaching and research activities of the Imperial College of Agriculture and Mechanical Arts with its nation-wide agricultural extension service, and the work of the Jimma Agricultural Technical School, as well as the accomplishments of the Agricultural Improvement Center, the coffee development project, the livestock development program, the veterinary assistants training program, the farm machinery project, and the regional insect control program.

L. Gambia

279. Aalfs, H. G., Report to the Government of the United Kingdom on Livestock Production in Gambia. Rome: Food and Agriculture Organization of the United Nations, 1959.

279. (continued)

The report includes recommendations for improving livestock, fostering of ploughing, developing farmers' cooperatives societies and an agricultural extension service.

280. Gambia, Department of Development and Agriculture, Report. Bathurst: 1949-1951.

Report year ends May 31. The report is issued in the series of Sessional papers of the Legislative Council. It supersedes the Report of the Department of Agriculture. Reports covering the period 1949-1952, the latest available here, contain information on several development projects, such as a group farming scheme at Genieri, tractor hire schemes, extension of rice-growing, and work at the Yundum experimental farm (successor to the poultry scheme). There are also reviews of progress in extension, demonstration, and education, and in the department's efforts to extend the practice of mixed farming.

281. Gambia, The House of Representatives, Gambia Development Program, 1962-1964. Bathurst: Government Printer.

M. Ghana

282. Foster, Philip J., The Vocational School Fallacy in Development Planning. Chicago: Committee on Economic Growth, Social Science Research Council, 1963. (Classified 'restricted"). (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, April 4-6, 1963).

Drawing on the experience of Ghana, the author shows with detailed examples the importance of closely related economic and educational development policies if educational expansion is to contribute fully to economic development, specifically via the relation between expanded vocational education and development. He suggests some specific roles for educational institutions in facilitating agricultural development, the major need in many developing countries.

283. Ghana, Commission on University Education, Report. Accra: Government Printing Department, 1961.

This report contains the findings and recommendations of the commission set up at the end of 1960 to advise the government on the development of university education in Ghana. The commission first studies the legal and administrative organization most appropriate to the university institutions and the means of coordinating their action. It also makes recommendations concerning the following questions: teaching staff, student enrolment and selection methods, development of certain courses, etc. In conclusion it advocates the immediate formation of a national board for higher education and research, which would be responsible for coordinating and planning the development of university education and research. It also recommends the setting up of several ad hoc committees to study in greater detail the main recommendations made in the report and to implement them. The annex contains studies on particular questions: the development of African studies; the access of women to higher education; the setting up of a university college in addition to the two existing university centres.

284. Ghana, Department of Agriculture, Report. Accra: Government Printer, annual.

Report year ends March 31. The report includes information on development policy and plans, and the year's work in research, extension, education, and surveys. Beginning with the report for 1950-1951, there are sections on mixed farming, mechanized farming, land planning or land utilization and conservation, and on such special developments as those at Damongo and Kpong.
Reports examined covered the period 1945-1946 — 1956-1957.

285. Ghana, Division of General Agriculture, Miscellaneous Information. Accra: annual.

The National Agricultural Library has copies of the 1959-1960, 1960-1961, and 1961-1962 issues. The 1959-1960 issue was published by the Division under an earlier name, Division of Agriculture. The publication includes reviews

285. (continued)

of the year's work in agricultural education and extension, and planning and soil conservation, and developments under the second five-year plan (1959-1964). The 1960-1961 issue contains a chapter on publications about Ghana agriculture since 1890. This issue also has a report on the joint project in cooperative farming; the 1961-1962 issue gives additional information on this project, and also on the Volta river project, the southeastern coastal savannah development projects, and the Banda cattle scheme.

286. Ghana, Ministry of Information, Statement by the Commission on University Education. December 1960 - January 1961. Accra: 1961.

287. Ghana, Ministry of Information, Survey of High Level Manpower in Ghana 1960. Accra: 1961.

288. Ghana, Second Development Plan, 1956-1964. Accra: Government Printer, (1959?).

Chapter two, on agriculture and natural resources, begins by listing the six main agricultural targets of the plan: to raise cocoa yields, to establish large acreages in rubber and bananas in the wet southwest, to establish the foundations of a cattle industry, to raise the yield of cereals in the northern region, to bring the Volta flood plain under irrigation, and to study and promote the use of fertilizers. Each of these targets, and the plans for realizing them, is then discussed in more detail. Miscellaneous agricultural schemes, research, education and extension, the Agricultural Development Corporation, and cooperation are also treated. A detailed list of projects, and schemes, with planned expenditures, appears on pp.65-72.

289. Ghana, Second development Plan (1959-1964). Accra: Government Printer, 1959.

One chapter of Ghana's second development plan is devoted to education - primary, secondary and technical schools, teacher-training establishments and higher education institutions. The training of specialized personnel of certain categories (agriculture, health, etc.) is dealt with in the appropriate chapters. A detailed list of projects to be undertaken is given as an annex.

290. Ghana, Gold Coast (Colony), Development Progress Report, 1955. Accra: Government Printer, 1956.

There are sections on agriculture, animal health, forestry, soil and land-use survey, tsetse control, and cooperation. The section on agriculture gives information about agricultural research and extension, the Kpong pilot irrigation scheme, mixed farming and soil conservation in the Northern Territories, and the Gonja Development Company.

291. Pogucki, R. J. H., Report on Land Tenure in Customary Law of the Non-Akan Areas of the Gold Coast. Part I. Accra: Lands Department, 1952. Part II. Accra: Lands Department, 1954.

N. Kenya

292. Enlow, C. R., Some Observations on Agriculture in Kenya, 1958. Nairobi: Department of Agriculture and International Cooperation Administration (U.S.), 1961.

A chapter of African agricultural development in Kenya is followed by an extensive account of the grassland situation in Kenya in 1958 including the following subjects: surveys and land use, the livestock situation, game versus livestock, range improvement, marketing livestock and livestock products, grassland research and the future of grassland in Kenya. The conclusion is that the Kenya grasslands rank among the world's best natural grasslands, even though a considerable percentage is much abused by overgrazing. The development of the Kenyan grasslands and their livestock industry may ensure the feeding of this protein hungry section of the world.

293. Kenya Colony and Protectorate, Legislature Council, Land Utilization and Settlement: A Statement of Government Policy. Nairobi: Government Printer, 1945. (Sessional paper no. 8 of 1945).

"The problems of the land affect all races, but it is for the Africans and in the native land units that they are most acute and urgent. ... Unless means can be found

293. (continued)

to check soil erosion, to secure the proper use of water and timber resources and to induce the African farmer to adopt more efficient methods of agriculture, there can be no sure basis for raising the standard of living of the African population ... The keynote of the whole program is the fuller and more efficient use of the land." Proposals for African settlement and resettlement include the establishment of an African Settlement Board, the investigation of possible settlement sites, soil conservation and water supply projects, and provision of training and extension facilities to teach better farming methods. The statement also contains proposals for Indian, Arab, and European settlement.

294. Kenya Colony and Protectorate, Department of Agriculture, Annual report. Nairobi.

In 1949, the department began to publish its annual report in two volumes, the first dealing with agriculture during the year and the policy and work of the department, and the second recording the results of experimental work. Since 1951, volume one of the report includes sections on progress in improved farming in the African areas; reconditioning, resettlement, and development schemes; cooperation, soil and water conservation, and agricultural education.

295. Kenya Colony and Protectorate, Legislative Council, The Development Program 1957-1960. Nairobi: Government Printer, 1957. (Sessional paper no. 77 of 1956-1957.)

"The primary emphasis in the new development program continues to be placed on the development of more immediately profitable of these assets, and particularly agriculture. The creation of a health and soundly based agricultural system is considered vital not only for economic prosperity but also for social and political stability." The program of the Minister of Agriculture, Animal Husbandry and Water Resources appears on pp. 46-57. "As a result of the Emergency an opportunity has occurred to take advantage of a wave of African feeling in favour of

295. (continued)

land consolidation and farm planning...The present opportunity is one which, if lost, may never occur again." Table 13 gives acreage and sterling value figures to indicate increases under the cash crop program for African agriculture.

296. Melville, A. F., "The Training of Extension Workers: Kenya." Great Britain, Department of Technology Cooperation. Miscellaneous, 2:56-59, 1962.

297. Melville, A. R., The Extension Service of the Department of Agriculture in Kenya. United Nations Conference for the Application of the Science and Technology for the Benefit of the Less Developed Areas. (Working Papers, Agriculture) v. 3, No. 136, September 29, 1962.

298. Melville, A. R., "The Training of Extension Workers: Kenya" in Department of Technical Cooperation Miscellaneous 2. London: Her Majesty's Stationery Office, 1962, pp. 56-59.

Extension methods are being improved at all levels in Kenya. This paper describes the training used in order to prepare extension workers for the technical and human problems they will encounter.

O. Liberia

299. Liberia, Department of Public Instruction, Ten-year Education Plan 1962-1971. Monrovia: January 1962.

300. Philipps, James T., Jr., Rural Development in Liberia. August 1963. Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries.

301. U. S. Foreign Operations Administration. Liberian Swamp Rice Production a Success. Washington: 1955.

The story of a swamp rice project in the Gbedin swamp, located in the Central province of Liberia. An American specialist was sent to conduct the project as a demonstration, and to organize an extension program in one of the nearby districts. Extension of swamp rice production to other districts is recommended on the basis of the project's good results.

P. Malawi (Nyasaland)

302. Great Britain, Parliament, Advisory Commission on the Review of the Constitution of the Federation of Rhodesia and Nyasaland, Report: appendix VI. Survey of developments since 1953. London, Her Majesty's Stationery Office, 1960. 513 p.

Constitutes "a factual survey of developments in the Federation (of Rhodesia and Nyasaland) since it was established in 1953, in so far as these have taken place within the field of Governmental responsibility. It does not purport to pass judgment on those developments..." Chapter 20 concerns production, and the first part of the chapter (pp. 368-427) deals with agriculture. Information is given on the country and its products; agriculture under the constitution; and official policy and functions of the federal government and each of the three territories. Crop development, research, education, marketing, irrigation and water development, and cooperatives are discussed. There is also information on the implementation of the Native Land Husbandry Act in Southern Rhodesia, the development of African peasant farmers in Northern Rhodesia, and land use planning in Nyasaland.

303. Great Britain, Colonial Office, Annual report on Nyasaland. London: Her Majesty's Stationery Office, 1946+.

Chapter 6, "Production," in Part II, generally includes information about the development of various crops, soil conservation, irrigation and reclamation, extension and education, master farmer schemes, village land improvement schemes, livestock improvement, fish farming, and cooperative societies.

304. Nyasaland, An Outline of Agrarian Problems and Policy in Nyasaland. Zomba: Government Printer, 1955.

Only about one-third of Nyasaland can be considered suitable for agriculture, and the rapid increase of the population presents a serious problem for which resettlement offers no solution. Investigations into the possibility of irrigating and reclaiming presently uncultivated

304. (continued)

land are continuing, but the major objectives of planning must be "to create a class of professional farmers with sufficient land to derive a reasonable standard of living and to remove the subsistence cultivator from the land into other employment." Intensification of agriculture is to be achieved by imparting an agricultural bias to general education, by extension work, by "the seeking out and stimulation of promising and energetic individual farmers as examples to their fellows by the Master Farmers Scheme; and the encouragement of the more enlightened village communities to regroup fragmented land holdings to permit better use and more efficient management."

305. Nyasaland, Committee of Inquiry into African Education, Report. Zomba: Nyasaland, Government Printer, 1962.

306. Nyasaland, Department of Agriculture, Annual Report. Zomba: Government Printer.

Postwar issues of Part I include data on extension and education, assistance and loan schemes, master farmer schemes, village land improvement and resettlement projects, conservation, group farming, tractor hire schemes, the Chilwa rice project, and the Shire Valley project.

307. Nyasaland, Land Commission, Report, v. 1. Zomba: Government Printer, 1946.

This report, prepared by Sir Sidney Abrahams, is concerned with a number of land problems, primarily that of natives residing on private estates, and also deals with land legislation and land tenure. Recommendations include the acquisition of undeveloped, privately owned land, and the controlled settlement of Africans thereon; non-interference with customary land tenure but encouragement of individualism by granting rights of occupancy; the rejection of any organized program of European settlement; and systematic reduction of the cattle population in areas where overgrazing is causing serious devastation.

308. Nyasaland, Veterinary Department, Report. Zomba: Government Printer, annual.

Recent issues include sections on grazing control and water supplies, livestock improvement, and education.

Q. Morocco

309. Holm, H. M., The Agriculture of Morocco: Programs, Progress, Prospects. U. S. Department of Agriculture, Economic Research Service, ERS-Foreign-11, November 1961.

R. Mozambique

310. Costa, C. S. DA., The Establishment of Agricultural Education in the Province of Moazambique: Its Advantages. Portugal. Agencia Geral do Ultramar. B. Geral do Ultramar 41(479): 53-111. May 1965.

S. Nigeria

311. Baldwin, K. D. S., "Land-Tenure Problems in Relation to Agricultural Development in the Northern Region of Nigeria," International African Seminar, 2, Leopoldville, 1960. African Agrarian Systems, 1963: pp. 65-82.

312. Gibbs, J. P. P., "Some Problems of Resettlement of the Displaced Population." Science Association of Nigeria Proceedings. 5:42-53. map. Published October 1963.

313. Nigeria, Commission on Post-School Certificate and Higher Education in Nigeria, Report. Investment in Education. Lagos: Federal Ministry of Education.

This report gives the conclusions and recommendations of the commission set up in 1959 by the Federal Minister of Education, to conduct an investigation into Nigeria's needs in the field of post-secondary education. The volume is divided into two parts - a general report covering all the questions studied by the commission and reproducing

313. (continued)

its recommendations, and a series of special reports dealing in detail with the principal points of the general report.

The commission was guided essentially by the country's needs in the matter of qualified manpower and supervisory personnel and took for its study three main bases: its view, necessarily somewhat vague, of the probable situation in Nigeria in 1980; a forecast of the country's requirements in highly qualified manpower in 1970; and an assessment of the present capacity of the school and university system.

Before considering the development of post-secondary education, the commission makes various recommendations concerning primary and secondary education, since these provide the basis for post-secondary education. It also indicates the way in which it would be desirable for pupils to be distributed amongst the different branches of post-secondary education. The report then devotes special consideration to the problem of the teaching staff, their initial training and further training, and makes a number of recommendations concerning technical, agricultural, commercial and university education.

The cost of the draft plan is not given in precise figures but, at the beginning of its report, the commission gives a warning that its proposals are 'far reaching and costly' and go beyond the present capacity of the federal and regional governments. It considers that the necessary means must be found and that large-scale international aid will be required, particularly for providing the necessary teaching staff.

The seven more detailed studies which follow the general report include one by an economist, Professor F. Harbison, on high level manpower requirements for Nigeria's future — the study which served as a basis for the commission's work.

314. Nigeria, Eastern Nigeria, Ministry of Economic Planning, Eastern Nigeria Development Plan 1962-68: First Progress Report. Enugu: 1964.

315. Nigeria, Eastern Region of Nigeria, House of Assembly, Policy for Natural Resources (agriculture, forestry and veterinary). Enugu: Government Printer, 1953. (Sessional paper no. 3 of 1953).

The aims of the Department of Agriculture are to improve soil fertility, develop underpopulated areas, put swamps and flooded land into use (particularly for rice-growing), improve nutrition, develop a more productive system of agriculture, improve livestock and plant breeds, develop cash crops, and test and introduce machinery. In pursuit of these objectives, the Department intends to carry out land use planning, encourage group and cooperative farming, teach improved cultivation methods to conserve the soil, and explore the possibilities of introducing irrigation schemes. Agricultural extension and education work will be expanded.

316. Nigeria, Eastern Region of Nigeria, Development Program, 1958-62. Enugu: Government Printer, 1959. (Eastern Region official document no. 2 of 1959).

Details of the Ministry of Agriculture's program, including agriculture, fisheries, forestry, and veterinary, are given on pp. 11-14. Development of education, extension, research, agricultural mechanization, fish farming, soil conservation, and rice cultivation in the Niger delta are planned. A paragraph on p. 26 describes plans of the Eastern Region Development Corporation.

317. Nigeria, Eastern Region of Nigeria, Agriculture Division, Annual Report. Enugu.

Report year ends March 31. Report includes material on Colonial Development and Welfare schemes, agricultural education, extension, and demonstration, conservation, and mechanical cultivation.

318. Nigeria, Education Development in Nigeria 1961-1970. A report on the planning and cost of educational development on the basis of the Ashby Commission's report on post-school certificate and higher education in Nigeria. Lagos: March 1961.

319. Nigeria, Education Development 1961-1970. (Sessional Paper No. 3 of 1961). Lagos: 1961.

320. Nigeria, Federal Ministry of Education, Investment in Education. The report of the Commission on Post-School Certificate and Higher Education in Nigeria. Lagos: Federal Government Printer, 1960.

A pioneering effort in relating educational expansion to economic development needs. Part 1 is the general report; Part 2 contains a series of special reports on important particular aspects of educational expansion. Particularly important is Harbison's manpower survey. The perspective is long-term — up to 1980.

321. Nigeria, Northern Region of Nigeria, Department of Agriculture, Report. Kaduna: Annual.

Report year ends March 31. Report includes information on the year's work in mixed farming, agricultural training centers, soil conservation, irrigation, mechanization, reclamation, land settlement, planned farms, pasture improvement, fertilizer schemes, and the Mokwa agricultural project.

322. Nigeria, Northern Region of Nigeria, Director of Information Services, Social and Economic Progress in the Northern Region of Nigeria. Kaduna: 1955.

Contains short chapters on agricultural production development, fisheries, forestry development, the Northern Regional Production Development and Development (Loans) Boards and cooperatives.

"To convert a Northern Nigeria from traditional agriculture to a more scientific one, two approaches are indispensable: (1) an adequate research service capable of keeping ahead of general progress and investigating all aspects of crop production so as to enable the extension service to give adequate service, and advice; (2) an extension service in close touch with farmers, imbued with a sense of duty to them and able to maintain their respect. So far it can be seen that these objects are very far from attainment. It is hoped that the plans made for development over the next five years will go some distance towards them."

323. Nigeria, Western Region Development Plan (1960-1965). Ibadan: Government Printer, 1959.

Deals with development policy and the objectives and execution of the plan, and also examines the development of human resources through education, employment, cooperation and community development. Describes some of the principal factors involved in national production, the progress made and future plans for the promotion of industry and trade. Services contributing to economic growth are analysed and a final section covers expenditure and resources for the area.

324. Nigeria (Western Region), Ministry of Education, Adult Education Branch, Adult Education Organizers' Course. Ibadan: 1958.

This booklet describes the ninth annual conference and refresher course for adult education officials of the Western Region of Nigeria which was held in 1957. The adult education policy is briefly summarized and outlines are given of lectures on such topics as: planning and organizing literacy campaigns, out-of-class activities, the teaching of arithmetic and English, literature distribution, etc.

325. Nigeria, Western Region of Nigeria, Veterinary Department, 1951-52 Annual report. Ibadan: Government Printer.

Includes a section on livestock improvement and on the year's work of the Oyo Stock Farm, the Oyo Poultry Farm, and the Upper Ogun Ranch.

326. Nigeria, Western Region of Nigeria, Legislature, Future Policy of the Ministry of Agriculture and Natural Resources. Ibadan: Government Printer, 1959 (Sessional paper, no. 9 of 1959).

A general review of projected government policy to stimulate agricultural development. Export crops, domestic food crops, development of cooperative and communal farms, livestock development, and education are among the aspects considered. A good part of the paper is given over to a detailed exposition of the proposed cooperative farm settlements (p. 8-16).

327. Nigeria, Western Region of Nigeria, Department of Agriculture, Report. Ibadan: annual.

Report year ends March 31.
These reports include information on group farming schemes, mechanization, training of farmers, livestock improvement, and the projects of the Western Region Production Development board.

328. Nigeria, White Paper on Education Development in Northern Nigeria. 1961. Rodmea: 1961.

329. Okigbo, P. N. C., Criteria for Public Expenditure on Education. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, August 29-September 7, 1963.

The paper is critical of many criteria currently used for deciding public expenditure on education, and makes proposals for a new methodology. It uses Nigeria as an example.

330. Oluwasanmi, H. A., "The Role of Agriculture in Economic Development: Country Experiences." (1) Nigeria. Eleventh International Conference of Agricultural Economists Proceedings. Cuernavaca, 1961. London: Oxford University Press, 1963, pp. 213-220, 273.

The author showed agriculture's role in the transformation of an African economy from a predominance for agriculture to one for industry. The shift from subsistence production, which began in the early decades of this century, was characterized by two major developments: raw material production for export and the building of modern transportation and communication systems. Regional development corporations, which derive the bulk of their funds from produce marketing boards, join with overseas partners in building up basic industries.

331. United Kingdom, Commonwealth Economic Committee, Economic Development and its Financing in Nigeria. London: Commonwealth Economic Committee, 1963.

Summarizes the basic features of Nigerian economy as developed during recent years and sources and uses of

331. (continued)

development funds. Agricultural exports constitute about 85% of total exports. Great changes in Nigerian agriculture cannot be effected at once, because the number of farmers is large, their holdings small, and the land law systems not easy to modify. In western and eastern Nigeria, the regional governments have embarked on schemes for cooperative settlement. Diversification of the economy, both by expanding exports such as rubber and cotton and by developing petroleum resources and manufacturing industries, will strengthen the structure and development of Nigeria's economy.

332. United Nations Education, Scientific and Cultural Organization, Draft Report of the Unesco Advisory Commission for the Establishment of the University of Lagos. Paris: 1961.

This report gives the conclusions and recommendations of a commission set up by Unesco at the request of the Nigerian Government. Its task was to advise that government on the organization and development of the University of Lagos, the establishment of which had been recommended by the commission, on post-school education.

After an introduction describing the general background to the creation of the university, the report makes proposals for its legal status, administrative structure, and teaching organization. For each of the faculties and institutes (law, commerce and business administration, medicine, arts, science, education, engineering, African studies), it considers various points: system of studies and diplomas, student enrolment and teaching staff. It deals also with certain general questions: Standard to be required of candidates for admission to the university, evening courses, correspondence courses and assistance for students, location of the university. It stresses the need for the rapid appointment of the National Universities Commission, the setting up of which was recommended by the commission on post-school education and provided for in a draft law to which the report suggests certain amendments.
Lastly, it indicates possible sources of external aid. As annexes, there are several statistical tables relating to the development of the university faculties up to 1969, and also draft regulations.

T. Sierra Leone

333. Jack, Daniel T., Economic Survey of Sierra Leone. Sierra Leone: Government Printing Department, 1958.

The purpose of this survey was "to assess the resources for development, to study the possibilities for development in the main sectors of the economy and to make recommendations for practical measures to be taken." The chapters on agriculture (pp. 12-22) and the cattle industry (pp. 25-26) include information on mechanical cultivation schemes and settlement schemes for cattle-owning tribes. A chapter on cooperative societies (pp. 59-60) emphasizes the difficulties which the movement has encountered thus far and advises caution with regard to future expectations.

334. Petch, G. A., "Economic Planning in Sierra Leone 1945-1953", West African Institute of Social and Economic Research, Annual Conference Proceedings, Ibadan, Nigeria. Ibadan: 1953, 2d, economic section, pp. 25-38.

The paper touches on agricultural research, mechanization, extension, and cooperation in Sierra Leone.

335. Sierra Leone: Department of Agriculture, Report. Freetown: annual.

Post-war reports include information on swamp reclamation, soil conservation, demonstration and extension work, education, irrigation and drainage programs, a cattle owner settlement scheme in Loinadugu district, and mechanical cultivation schemes.

336. Sierra Leone: White Paper on Education Development. Sierra Leone, Government Printing Department, 1958. (Sessional paper No. 4 of 1958.)

U. Somalia

337. United Nations Educational Scientific and Cultural Organization, Report of the Educational Planning Group on Their First Mission to Somalia. Paris: UNESCO, August 1962. (Classified 'limited').

The Report is notable for its graphic treatment of the need to develop an educational system adapted to the country's development needs and possibilities. This approach characterizes the detailed treatment given to technical education in later chapters. Chapters 9 and 10 deal with the needs for educational planning, research and statistics machinery, exemplified by the current lack of data which makes planning difficult.

338. United Nations, Trusteeship Council, Visiting Mission to Trust Territories in East Africa. Report on Somaliland under Italian administration, together with related documents. New York: 1951+.

Includes observations on development plans, cooperatives, irrigation schemes, agricultural research and extension, and livestock development.

V. South Africa

339. South Africa, Native Affairs Department, Report. Pretoria.

Each issue contains information on developments in agriculture, irrigation, animal husbandry, forestry, soil conservation, and agricultural education in the Bantu areas during the period under review.

340. Union of South Africa, Commission on Technical and Vocational Education, Report. Pretoria: Government Printer, 1948.

This report presents a brief history of technical and vocational education in the Union of South Africa, and discusses its relationship to general education. It then goes on to describe a new system of national education, and the place of technical and vocational education in

340. (continued)

this system. Further chapters give details of vocational education in general, deal with such special aspects as apprenticeship training, teacher training, vocational education for Africans, and the financial implications of putting such a scheme into effect. Major findings and recommendations are summarized and a time-table for the introduction of a scheme of this type in practice is given.

W. Sudan

341. Rahman, A. E. A., "Extension Training at the Shambat Institute." National Agriculture Extension Seminar Sudan, 1st Seminar Proceedings. 1964: pp. 74-82.

342. Habashi, W., "The Future Role of Extension in the Sudan." National Agriculture Extension Seminar Sudan, 1st Seminar Proceedings. 1964: pp. 177-185.

343. Hassan, A. M., "Extension Administration in the Sudan," Agriculture Extension Seminar Sudan 1st Seminar Proceedings. 1964: pp. 17-20.

344. Idris, H., "The Role of Research in Extension Work." National Agriculture Extension Seminar Sudan, 1st Seminar Proceedings. 1964: pp. 109-111.

345. Leagans, J. P., "Criteria for an Effective Training Policy." National Agriculture Extension Seminar Sudan, 1st Seminar Proceedings. 1964: pp. 56-66.

346. Sudan, Ministry of Education, Report on the Reorganization of Education and on a Recommended Five-Year Plan for Education. Khartoum: 1959.

This report presents the conclusions and recommendations of a committee set up in 1958 by the Minister of Education, under the chairmanship of a Unesco expert, to study the present organization of education, consider whether it meets the country's needs, propose any modifications necessary, and draw up a plan under which it would be

346. (continued)

possible to effect the transition from the old to the new form of organization while ensuring the necessary expansion of the education system.

The first part of the report gives the views of the committee on what should be the aims of education in the Sudan. In the second part, the committee studies the present situation and organization of primary and secondary education, and makes proposals for changes in their structure; it also studies the problem of teacher training. In stating the aims to be pursued in drawing up curricula, the committee stresses the necessity for taking account of the special conditions of the country and its needs and the importance of making provision for practical activities and manual work. The problem of the language in which teaching is given is also considered. Measures for the reorganization of the administration are proposed, in particular the establishment of services to be responsible for planning, statistics and educational research.

The third and last section of the report contains the plan drawn up by the committee for the gradual replacement of the old school system by a new one, and for educational expansion. The cost is assessed, and several means of increasing available resources are recommended (effecting savings and creating new resources). This project is not part of an economic and social plan, for no such plan existed when it was drawn up. But the committee expresses the hope that a general plan, in which the plan for education can be incorporated, will be prepared.

347. Sudan, Ministry of Education, A New Plan for Education in the Sudan. Khartoum: 1961.

This booklet outlines the educational reforms which the Minister of Education proposes to introduce. After briefly describing the work of the different committees which have studied the problem, the plan states the aims set for education in the Sudan, and goes on to describe the new structure of the school system and of its various

347. (continued)

component parts. It lays down the main lines to be followed and the methods to be adopted in drawing up curricula. Lastly, the plan emphasizes the need for administrative reorganization and, in particular, for the extension of the Ministry's Office of Planning and Research.

This plan is concerned only with structural and educational problems; it does not deal with the quantitative development of the education system.

X. Swaziland

348. Swaziland. Livestock and Agricultural Department Report.
(Mbabane?) annual.

Reports examined covered the years 1942 through 1949. Issues generally contain brief remarks on the year's work in soil and water conservation, livestock improvement, agricultural education and extension, and colonial development and welfare plans. The 1946 annual report includes a four-page statement of agricultural and livestock policy.

Y. Tunisia

349. Holm, Henrietta M. and Carolee Santmyer, Agriculture in Tunisia: Organization, Production, and Trade. Washington: U. S. Department of Agriculture, February 1964.

Tunisia is making a serious attack on its agricultural problems. Redistribution of farmland takes high priority in the current ten-year program for agriculture. Gains from crop diversification and increased yield per acre in the irrigated zones are being made. Tunisia's income from exports of olive oil, hard wheat, citrus and other fruits and vegetables is expected to increase. A more rapid rate of development is anticipated when planned land and water reforms have been made.

Z. Uganda

350. International Bank for Reconstruction and Development, The Economic Development of Uganda, report of a mission organized by the International Bank for Reconstruction and Development at the request of the Government of Uganda. Baltimore: Johns Hopkins Press, 1962.

In the mission's view, "the major opportunities for the economic development of Uganda in the coming years still lie in agriculture," a situation to which the six development plans drafted for the territory since 1944 give insufficient attention. The mission's recommendations for agricultural development, set out briefly on pp. 96-102 and in greater detail on pp. 125-257, include diversification of export crops and the development of cotton and livestock output, and the improvement of peasant productivity by expansion of extension services and credit facilities. In addition, "We recommend a small investment in a pilot project in land resettlement in an area that was abandoned because of sleeping sickness half a century ago, in a small pilot project in cooperative farming, in various irrigation experiments and in a step-by-step approach to the development of an irrigation project in Toro by UDC. We suggest the completion of the swamp reclamation project in Kigezi, one area in Uganda where there is pressure on the land, and the carrying out of an economic study of the results before decision is taken on a larger program."

351. Uganda, Agricultural Department, Annual Report. Entebbe: Government Printer.

Recent issues include information on progress in soil conservation, agricultural education, animal husbandry and pasture work, irrigation and swamp reclamation, resettlement scheme (on land formerly leased to the Bunyoro Agricultural Company), mechanical cultivation, ox-drawn equipment, and farm planning.

352. Uganda, Agricultural Productivity Committee, Report. Entebbe: 1954.

"Supplement to the Report of the Development Council entitled 'A five-year Capital Development Plan 1955-1960'."

An important document. The committee was asked to prepare a program for raising agrarian productivity and farming standards. Proposals are grouped under the following headings: Farming, Special Land Utilization Projects, Water Resources, Forestry, and Fisheries. The activities of the Agricultural and Veterinary Departments were treated together under "Farming" to emphasize the committee's view that "future agricultural progress in Uganda lies to a great extent in mixed farming." As background to the recommendations, Chapter 3 gives much factual information about land use and past crop production. The numerous recommendations, summarized in Chapter 16, include: encouragement of mixed farming and the use of manure and fertilizers; development of group and cooperative farming; promotion of self-sufficiency in food production of each district; extension of mechanical cultivation by expanding contract hire services; expansion of agricultural education; establishment of a cattle ranching scheme in Bunyoro, a pasture control scheme at Ankole, a land utilization and rehabilitation unit in Karamoja, and the replacement of Busoga Farms by a group farming scheme; resettlement of some 80,000 people from congested areas in Kigezi over the next five years; planning resettlement schemes for parts of Bugishu, Lango, and Teso; swamp reclamation in Kigezi; pilot irrigation schemes for cotton and sugar cane in different areas; and the extension of fish farming.

353. Uganda, Legislative Council, Standing Finance Committee, Joint Report of the Standing Finance Committee and the Development and Welfare Committee on post-war development. 2d ed. Entebbe: Government Printer, 1945. 153 pp.

A six-year program which includes projects for agricultural education and extension, tsetse control and reclamation, swamp drainage and reclamation, livestock improvement, and the extension of rural water supplies.

AA. United Republic of Tanzania

354. Forbes, A. P. S., "Relations Between Extension and Research Services, Tanganyika," in Department of Technical Cooperation Miscellaneous 2. London: Her Majesty's Stationery Office, 1962, pp. 74-75.

Although there is formal division between extension and research services in Tanganyika, these frequently overlap. This paper describes the harmonious relations that have been established between specialists and extension workers.

355. International Bank for Reconstruction and Development, Economic Survey Mission to Tanganyika, The Economic Development of Tanganyika; (report). Baltimore: Johns Hopkins Press, 1961.

Report of a mission whose task "was to assess the resources available for future development, to make recommendations for practical measures to further such development, and to indicate the financial implications of such recommendations." The section of the report which is devoted to agricultural and livestock development contains much current background information in addition to the mission's recommendations on the following topics: land use and tenure, improvement of African agriculture, agricultural transformation and research, livestock development, irrigation and flood control, forestry and fisheries, estate agriculture, and institutions for agricultural development.

Annex IC gives information about the following operations of the Tanganyika Agricultural Corporation: the Nacingwea, Urambo, and Kingwa undertakings which were transferred from the Overseas Food Corporation; the Ruvu ranching scheme, the Lupa Tingatinga tobacco farm, the Rufiji basin survey scheme, and the Mbarali irrigation scheme.

356. Tanganyika, Department of Agriculture, The Agriculture of the Cultivation Steppe of the Lake, Western and Central Provinces, Including a Record of Investigations and Some of the Lines of Progress, by N. V. Rounce. Cape Town: Longmans Green, 1949.

356. (continued)

"This little book is presented as a basis on which all those who deal with the welfare of the two million odd peasants concerned may base their plans, not only for the restoration of the area's fertility—conditions have very often gone too far for that to be effective—but for the gradual improvement of land usage without which there can be no extension of social welfare." Includes chapters on native cultivation methods and suggestions for their improvement, soil erosion, and methods of extension. Appendix II is a summary of land rehabilitation measures in operation or suggested, and Appendix V reproduces the soil conservation orders and plough rules in Usukuma.

An earlier edition of 73 p. was published in 1942 under the title A Record of Investigations and Observations on the Agriculture of the Cultivation Steppe of Sukuma and Nyamwezi with Suggestions as to the Lines of Progress.

357. Tanganyika, Department of Agriculture, Report. Dar es Salaam: Government Printer, annual.

Since 1951, the report has been issued in two parts. Part 1 is devoted to agricultural policy and general matters, and Part 2 to reports on experiments and investigations. Recent issues of Part 1 include sections on increased productivity schemes; land planning, soil and water conservation, and land usage schemes; irrigation; livestock and pasture improvement; mechanization; and agricultural education and extension.

358. Tanganyika, Tanganyika: a Review of Its Resources and Their Development. Prepared under the direction of J. F. R. Hill, Member for Communications, Works and Development Planning, and edited by J. P. Moffett, Commissioner for Social Development. (Dar es Salaam?) 1955.

A massive work, providing a comprehensive survey of the territory's social and economic life and requirements for future development. Chapter 22, "Agriculture," contains sections on the organization of the territorial

358. (continued)

Department of Agriculture; historical background and general problems, treated by province; land, including tenure, soils, tsetse eradication, clearing, and research; water; soil conservation; the cultivation of various crops; pests, diseases, and vermin; research stations, experimental and extension farms; fertilizers and manures; mechanization of agriculture and government farms; training and education; processing, marketing, and finance; summary, future requirements, and conclusion. The sections on soil conservation and mechanization of agriculture include references to a number of land usage and agricultural development schemes, and two subsequent parts of Chapter 22 discuss the Sukumaland development scheme, the Uluguru land usage scheme, the Usambara development scheme, Bukoba district development schemes, the Masai development plan, the development of the Mbulu district, the North Mara development plan, the Pare development scheme, the Southern province development plan, and the groundnut scheme (with remarks on the revised plans for the three sites). Chapter 24 includes material on the Veterinary Department and official measures taken for the improvement of livestock and animal husbandry methods, and Chapter 31 discusses cooperative development. The final chapter in the book is a general review of the ten-year development plan.

359. Tanganyika, Development Plan for Tanganyika 1961-1962-1963-1964. Dar es Salaam: Government Printer, 1961.

360. United Nations Educational, Scientific, and Cultural Organization, Report of Unesco Educational Planning Mission for Tanganyika. June to October 1962. Paris: UNESCO, January 31, 1963. (Classified 'limited').

Reviews the existing educational situation in Tanganyika, stressing the primacy of the need to set up educational planning machinery. Paragraphs 109-116 and 252-259 deal in detail with the setting-up of this machinery and its functions. In general the report is notable for its attention to the planned expansion of education in relation to economic development.

361. United Nations, Food and Agriculture Organization, Rural Economic Development of the Trust Territories. Report concerning land tenure and land use problems in the Trust Territories of Tanganyika and Ruanda-Urundi, 1959.

362. Zanzibar, Agricultural Department, Report and Recommendations on the Present Position and Future Prospects of Agriculture in the Zanzibar Protectorate. Prepared by A. K. Briant, Director of Agriculture. Zanzibar: Printed by the Government Printer, 1959.

"The economy of Zanzibar is almost entirely dependent on the growing of its two main crops, cloves and coconuts, the products of which represented in value 97.6 per cent of the total exports in both 1956 and in 1957." The need for diversification is acknowledged. A variety of crops has been tried; results are described and future prospects estimated. Nutmegs, limes, cocoa, chillies, and derris have been successfully produced and are considered suitable for expansion. Tree crops have certain advantages in that they fit in with existing agriculture and are better adapted to the local soils and climate. Livestock production should be increased because of the need for manure as well as the demand for dairy products and meat. Attention is also given to requirements for agricultural extension and education.

363. Zanzibar, Agricultural Department, Annual report. Zanzibar: Government Printer.

Recent issues of the report, which covers animal husbandry, forestry, and fisheries as well as agriculture, include sections on the development program, mechanical cultivation (undertaken as part of the rice scheme), livestock and pasture improvement, and agricultural education and extension.

364. Zanzibar, Legislative Council, Program of Social and Economic Development in the Zanzibar Protectorate for the Ten-Year Period, 1946 to 1955. Zanzibar: Government Printer, 1946. (Its Sessional paper no. 1 of 1946).

The agricultural development program is divided into four parts: 1) crop development; 2) clove research;

364. (continued)

3) stock development and pasture improvement; and 4) agricultural education. In order to diversify Zanzibar's cash crops, largely limited to cloves and coconuts, and to reduce dependence on imported food supplies, the following crops are to be developed, by a variety of means: for domestic consumption, rice, vegetables, cassava, fruit, sorghum, oil palms, and coffee; for export, tobacco, cacao, cashew nuts, derris, and chillies. There are also plans for afforestation and other anti-erosion measures, and studies will be made to investigate the best use of poor lands.

365. Zanzibar Legislative Council, Development Plan 1960-1964. Zanzibar: Government Printer. (Sessional paper No. 24 of 1959.)

366. Zanzibar. General Statement of the Aims and Policies of His Highness's Government, November 1961. Zanzibar: Government Printer, 1961.

BB. Zambia

367. Halcrow, Magnus, Recent Advances in the Northern and Luapula Provinces of Northern Rhodesia: Being a Report on Intensive Rural Development. Lusaka, Printed by the Government Printer, 1959.

A popular, illustrated pamphlet by the Development Commissioner. "In 1957 the Northern Rhodesia Government allocated two million pounds for intensive rural development in the Northern Province (since January, 1958 divided into Northern and Luapula Provinces). ... The plans now being put into effect cover all aspects of life and work in the region with agriculture at the basis. ... A change to modern (agricultural) methods is vital and to this end a depot farm has been established at Mungwi near Kasama where men and their families are being trained in the practice of permanent farming. The depot farm is also the center of an intensive farming

367. (continued)

settlement area extending to some 100,000 acres, which will be progressively settled by the trainees in planned farms of twenty to forty acres each with room for extension if necessary. ... Specially selected areas throughout the region are being developed on similar lines."

368. Rhodesia, Northern, Report on Intensive Rural Development in the Northern and Luapula Provinces of Northern Rhodesia, 1957-1961. Lusaka: Printed by the Government Printer, 1961.

"The Intensive Rural Development Scheme for the Northern Province was set up in the Territorial Budget in 1957 with the provision of a sum of 2 million pounds." Its aim was "the strengthening of the economy of that province with the object of making rural life at least as attractive as that in urban areas." The report reviews progress over a four-year period and emphasizes the need for continuing development, particularly in agriculture.

A pilot agricultural development area of 20,000 acres was established at Mungwi. Provision was made for 108 farms, each of 21 acres. A farm training institute was set up to instruct African families who are to occupy the farms. This pattern of development is to be extended, and a regional plan for an additional 100,000 acres is being prepared. A tractor hire service was started and later incorporated into the Mungwi development scheme. Bonus and subsidy schemes for good farming and livestock husbandry, and to carry out plans for fencing and providing water supplies, and for purchase of fertilizers and carts, were approved. In addition, a cattle ranch was started at Chishinga in Kawambwa district, to produce beef for sale and livestock to distribute to African farmers.

VI. Asia

A. Economic and Social Development - General Development

369. Akhtar, S. M., "Economic and Social Considerations for a Farm Size Policy." Round Table Discussion Report No. 2. Documentation Prepared for the Center on Land Problems in Asia and the Far East. Bangkok, Thailand, 1954. Rome: Food and Agricultural Organization of the United Nations, 1955, pp. 221-227.

370. Aki, K., "Some Considerations on Economic Development of South-east Asian countries," International Geographic Union,Regional Conference Proceedings, 1957. Published 1959: pp. 598-599.

371. Chang, C. W., "How to Mobilize Community Spirit and Mutual Aids in Rural Development Programs." Round Table Discussion Report No. 5. Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 247-257.

372. Davatia, V. V., "Village Organization as a Basis for Rural Improvements," Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 117-120.

373. Iizuka, K., "Geographical Problems of Southeast Asia." International Geographic Union,Regional Conference Proceedings, 1957. Published 1959: pp. 578-581.

374. International Economic Association, Economic Development with Special Reference to East Asia: Proceedings of a Conference, K. Berrill (ed.). New York: St. Martin's Press, 1964.

375. Malaviya, H. D., "Role of Community Spirit and Mutual Aid in Rural Development," Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agricultural Organization, 1955, pp. 13-21.

376. United Nations Educational, Scientific and Cultural Organization, Report of the Regional Seminar on Social Research and Problems of Rural Life in South East Asia, Saigon, March 18-26, 1960. Paris: UNESCO 1960.

The seminar dealt with the following agenda: (1) the role of sociological and psychological research in rural development programs; (2) Rural life and working conditions in South East Asia; (3a) Problems of the sociological training of agricultural instructors; (3b) Problems connected with the introduction and communication of new techniques and ideas; (3c) The problem of education in its relationship to community development; (4) Social research and the teaching of the social sciences in South East Asia.

377. United Nations Educational Scientific and Cultural Organization, Social Research and Problems of Rural Development in South-East Asia. Paris: UNESCO, 1963.

Report of a seminar organized by the Viet-Namese National Commission for UNESCO, under the auspices of UNESCO and FAO (Saigon, March 1960). The volume was prepared by Vu Quoc Thuc and K. R. Walker. It deals with the problems of rural life in south-east Asia and shows how sociological research can help to solve them. The papers reproduced bear on topics such as local initiative and how it may be encouraged, education for community development, the communication of new techniques, the development of rural communities, current research, and subjects on which research should be undertaken in this field. A summary of the proceedings of the seminar is given in the introduction.

B. Foreign Aid and Technical Assistance

378. Brand, W., Requirements and Resources of Scientific and Technical Personnel in Ten Asian Countries. Paris: UNESCO, 1960.

This work is the outcome of a survey undertaken by the author on behalf of Unesco in 1959. The term 'scientific

378. (continued)

and technical personnel' is taken to mean 'all persons qualified to exercise various professions requiring the completion of a university education or professional and technical education at a level above general secondary education.'

Two short introductory chapters explain the importance of trained manpower for economic development and give a brief outline of the methods generally used to assess the supply of, and demand for scientific and technical personnel.

A description is then given of the state of research and of the methods used in India, Burma, the Philippines, Thailand, the Republic of China, the Republic of Korea, Japan, Ceylon, Turkey, and Viet-Nam.

The author's mission consisted mainly in observing what was being done in these countries, though it was too short to allow him to pass any judgment. Nevertheless he managed to make certain observations which are presented here, and he puts forward certain recommendations, some of which concern education and the need to integrate its development with economic development. He also suggests a series of studies which might be undertaken by international bodies. The plan of the survey is given as an annex.

This study does not propose any method of forecasting future developments -- that is not its purpose -- but it constitutes a succinct, clear and very interesting analysis of the efforts undertaken in several Asian countries, and provides material for comparison and study on several points.

C. Agriculture and Development

379. Akhtar, S. M., "Land Problems in Overpopulated Regions," Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 45-59.

380. Buck, J. L., "Training and Experience Needed for Improving Land Use," Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955. pp. 25-35.

381. Chatterjee, S. B., "Monsoon and Its Influence on Southeast Asia Peoples." International Geographic Union, Regional Conference Proceedings, 1957. Published 1959: pp. 582-589.

The paper discusses the influence of the monsoon in relation to agriculture.

382. Dalisay, A. M., "How Can Land Reform Best Contribute to Economic Development?" Round Table Discussion Report No. 10, Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 295-303.

383. Dalisay, A. M., "The Effects of Land Reform on Income Distribution," Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 99-107.

384. Dantwala, M. L. and R. Schickele, "Land Reform and Economic Development: Workshop Report No. 9", Documentation prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 201-211.

385. Mosher, A. T., "The Role of Agricultural Economics in Agricultural Development." New York: Council on Economic and Cultural Affairs, Inc. (1960?)

This is a paper presented at the Council on Economic and Cultural Affairs Conference on the Teaching of Agricultural Economics in Southeast Asia, held at the University of Malaya in Kuala Lumpur, May 8-14, 1960. The author defines agricultural economics as 'the study of alternatives or of choices within agriculture, and within the national culture but affecting agriculture, with respect to the impact of these alternatives or choices on farm production', and agricultural development as 'a process, over time, through which farms become more productive.'

385. (continued)

He considers that agricultural economists' contributions to agricultural development fall into four categories: (1) Studies and advisory services related to production choices and marketing decisions in the management of farms; (2) Studies of, and the creation and management of economic institutions essential to agricultural production and development--credit, marketing, tenure and tenancy, etc.; (3) Economic services essential to efficient farm management and to wise policy decisions; and (4) Analysis of the impact of present and proposed public policies on agricultural production and development.

386. Ong, S. E. and D. L. W. Anker, "Efficient Farm Management and Land Use Planning." Workshop Report No. 1, Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 121-127.

387. Rehsohadiprodjo, I., "Settlement Problems on New Agricultural Land." Documentation prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 51-59.

388. Sawamura, T., "Problems of Farm Planning in Asian Countries," Social Agriculture Economics Seminar Series, India 4:95-101. March 1964.

389. Schickele, R., "Conflicts in Goals and in Economic Interest for Land Reform and How to Resolve Them." Round Table Discussion No. 4. Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 237-247.

390. Tavanlar, Eligio J., The Role of Community Development in Comprehensive Agricultural Planning and Development. Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries. Rehovoth: August 1963.

On the average, the Asian farmer tilling unirrigated land works only from 100 to 135 days in the year. Members of his family may work even less. By creating additional

390. (continued)

tasks or employment opportunities, community development has helped to keep farmers more employed on the land. It is the consensus that community development programs can aid industries more by helping agriculture, although indirectly. The essential quality of community development lies in bringing the people to realize their own inherent strength and to exercise that strength for making their own destiny.

391. United Nations, Economic Commission for Asia and the Far East, Agricultural Economics Research in Asia and the Far East. Study prepared by the ECAFE/FAO Agriculture Division, Economic Commission for Asia and the Far East. Bangkok: 1958.

Part I of the study seeks to examine the role of governmental agricultural economic organizations in the collection and analysis of data with a view to facilitating the formulation of agricultural economic policies as also the role of these organizations in research. It examines the facilities available for training and research at the universities and their limitations. It highlights the action needed to improve the facilities for training and research. In part II of the study an attempt has been made to bring together the available information on current research work in China (Taiwan), India, Pakistan, Philippines and Thailand.

392. United Nations, Economic Commission for Asia and the Far East, Agricultural Economics Research in Asia and the Far East. Study prepared by the ECAFE/FAO Agriculture Division, Economic Commission for Asia and the Far East. Bangkok: 1958.

Contents similar to that of the preliminary edition.

393. United Nations, Economic Commission for Asia and the Far East, ECAFE/FAO Agriculture, Division, "Some Aspects of Agricultural Development Planning in Asia and the Far East." United Nations, Economic Commission for Asia and the Far East, Econ. B. Asia and Far East 11(1): pp. 3-23. June 1960.

394. United Nations, Food and Agriculture Organization, Problems of Food and Agricultural Expansion in the Far East. Rome: FAO, 1955.

D. Education and Development

395. Chang, C. W., Extension Education for Agricultural and Rural Development. Bangkok: FAO Regional Office, Asia Far East, 1963, pp. xv, 186.

Suitable advisory teaching material is very scarce during the early stages of a country's advisory development, particularly material that is based on local conditions and experiences. Principles of advisory work applicable in Asia and the Far East are described, and illustrated by practical examples. The text is divided into 14 chapters discussing, among other things, advisory work--its philosophy and objectives, principles of self-help, social and economic considerations in advisory development, program development, extension teaching methods and materials, farmers' organizations, rural youth development, personnel training, organization and administration.

396. Colombo Plan Bureau, Handbook of Training Facilities at the Technician Level in South and South-East Asia. Colombo: 1962.

397. Cook, J., "Extension Methods in the Far East," Department of Technical Cooperation Miscellaneous 2. London: Her Majesty's Stationery Office, 1962, pp. 59-60.

A description of extension methods employed in Japan, the Philippines and India, including the work of officials in the Indian community project programs.

398. Debeauvais, M., Determination of Objectives in the Regional Planning of Education. Paris, IEDES, 1963. 31 p. Processed.

Using the Karachi Plan as an example, the author shows how, in a regional (continental) plan, the objectives must be made consistent if the plan is to be realizable. The paper also lists the advantages of this supranational approach to planning.

399. Regional Center for the Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi, Educational Planning in Developing Countries. New Delhi: April 1963.

A concise and valuable introduction to all aspects of the subject of educational planning.

400. Thapar, R., Visual Aids in Fundamental Education and Community Development. Report on the Unesco Regional Seminar in South and South-East Asia held in New Delhi, India, September 8-27, 1958. Paris: 1959.

401. United Nations Education, Scientific and Cultural Organization, Regional Meeting of Representatives of Asian Member States on Primary and Compulsory Education, Karachi, December 28, 1959 - January 9, 1960. Report. Paris: 1960.

This regional meeting of representatives of Asian Member States on primary and compulsory education was attended by delegates from 17 Member States and by representatives or observers from several international organizations.

The meeting concentrated its efforts on drawing up a practical program for extending primary education in the region. For that purpose, it undertook a detailed examination of the various problems involved, both quantitative and qualitative, and adopted a set of recommendations.

The report of the meeting contains these recommendations, which set forth the basic principles on which a reform of current primary educational systems in Asia could be based. Stress is placed on the need for planning, and certain planning methods are described.

In addition, the report contains a "Working Plan" for the provision of compulsory and free primary education in Asia. Naturally, in view of the vast area of the region, its division into separate States, the varying conditions from zone to zone, and the lack of statistical data, etc., the plan can be only very general in nature. Its purpose is to show the goals to be attained

401. (continued)

and to give some idea of requirements, in order to facilitate the preparation of national plans and concerted action by Member States and international organizations. The recommendations of the meeting stress the need to plan educational development and to integrate it with the overall economic and social development of the country involved.

402. United Nations Educational, Scientific and Cultural Organization, Meeting of Ministers of Education of Asian Member States, Tokyo, April 2-11, 1962. Report. Bangkok/Paris: 1962.

The Meeting of Ministers of Education of Asian Member States of Unesco brought together in Tokyo 18 governments as participants and 24 governments as observers. The meeting was organized by the Director-General of Unesco in association with the Executive Secretary of the United Nations Economic Commission for Asia and the Far East (ECAFE).

The meeting was called to examine the Karachi Plan for the achievement of seven years compulsory schooling in Asia by 1980, particularly in reference to overall educational planning and to overall national plans for economic and social development. In addition, the meeting was asked to review the progress made since the adoption of the Karachi Plan in January 1960, to discuss ways and means of implementing it in the future, particularly in the period 1963-1964, and to examine the proposed Unesco program for these years. Lastly, the meeting was asked to review the external aid from which Asian Member States could benefit and to discuss problems of coordination that may arise in this connection.

An analysis of the national reports on progress made since the adoption of the Karachi Plan indicated very clearly the efforts of Asian Member States to achieve the objectives set out in the plan. Although different countries are at differing stages of educational development, practically all of them hope to achieve the target

402. (continued)

of at least 7 years compulsory education by 1980. Some countries such as Ceylon, Malaya and the Philippines, hope to achieve it even earlier, others such as Burma, India and Pakistan, have arranged their programs so as to achieve a minimum of 4 or 5 years compulsory and universal education before going on to the next stage of 7 or 8 years schooling. However, in some other countries it may not be possible to achieve the target of 7 years schooling even by 1980, although a slightly lower target of 5 or 6 years may be obtainable. Iran hopes to reach the target by 1983, while Afghanistan believes it will need another 10 to 13 years beyond 1980 to achieve the goals set by the Karachi Plan. Nepal hopes that by 1980 it will provide compulsory schooling of 5 years duration for the age group 6 to 11 years. Laos, Cambodia and Viet-Nam are not in a position to indicate the date by which they could achieve the objectives of the Karachi Plan.

The meeting, having recognized the key role of education in promoting overall social and economic development and having heard of the decision of the Ministers of Education in Africa to invest immediately 4% of their gross national product in education, raising it to 5% by 1970 and 6% by 1980, and of the Ministers of Education in Latin America to raise their investment target in education to 4% by 1965, decided that Asian countries should gradually progress by stages to investing 4/5% of their gross national product in education by 1980, provided the rate of economic growth of the individual countries can sustain it.

The meeting concluded that the Karachi Plan is an essential first stage, but a first stage only. It must be extended to cover all levels of education - primary, secondary, higher and adult - in each country of the region. Such comprehensive educational plans must then be integrated into overall national plans. The meeting decided on a procedure for the establishment of these national plans in cooperation with Unesco and ECAFE and for bringing

402. (continued)

the various national plans together in a draft Asian Plan to be examined at a further meeting of Ministers of Education of Asian countries in 1965.

The meeting adopted a series of detailed proposals regarding ways of reducing unit costs in education, the elimination of wastage in present educational practices and the application of new techniques of teaching designed to improve the quality of education and teaching practices. It was also urged that the possibilities of improving the use of educational buildings and reducing administrative costs be investigated.

The Report contains the conclusions of the meeting, a review of national progress, the final resolution and statement, and the texts of two basic working papers: The economic implications of the plan of educational development in Asia and Some consideration on the relationship of educational planning to economic and social development in the ECAFE region.

403. United Nations Educational, Scientific and Cultural Organization, Educational Planning in Asia. Paris: Unesco, August 6, 1962.

The paper considers planning needs and methods in the context of the Asian situation. Discussion of planning administration is included.

404. United Nations Education, Scientific, and Cultural Organization, Planning for the Education Sector. Paris, Unesco, August 6, 1963. 25 p. processed.

Reviews the situation of educational planning activities in Asia, and then discusses techniques for programming education in relation to economic development, mentioning their advantages and disadvantages. There is also an examination of problems peculiar to educational planning as distinct from development planning, and discussion of the administrative structure of educational planning and the importance of statistical data.

405. United Nations Educational, Scientific and Cultural Organization, Economic and Educational Planning in Asia. Bangkok: Unesco, March 7, 1963. (Classified 'limited'.)

The paper contains sections on economic development, Asian national development plans, educational planning, both in general and with specific reference to Asian countries and statistics.

E. Afghanistan

406. Basak, K. C. Report to the Government of Afghanistan on Planning Agricultural Development. EPTA Report, Food and Agriculture Organization, Rome No. 1901, 1964.

The expert served in Afghanistan from 1959 to 1963 to advise the Government on the long-range planning of agricultural development, especially in relation to the five-year economic development plan. Emphasizing that agricultural development planning in the country should concentrate mainly on solving the problems of small farms, the report studies some of these problems: irrigation, seed, fertilizers, pest and disease control, animal production and breeding, pasture development, credit and cooperatives, and incentives for increased production. It analyzes briefly the first five-year plan (1956-62) and discusses the preparation of the second (1962-67), with chapters on the cotton campaign, the sugar beet project, karkul production and sericulture. Repeal of the livestock tax is recommended as an encouragement to animal husbandry. The report appraises seven development projects which had been proposed or were being executed, examines problems arising out of the lack of agricultural statistics and concludes with 16 recommendations on specific questions or matters of general planning policy and coordination.

407. Rahimi, G. S. and M. Y. Mail, Agricultural Land Tenure in Afghanistan. Country Project No. 12. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agriculture Organization, 1956.

408. Sleight, G. F., et al, A Survey of Education Within the Framework of Social and Economic Development in Afghanistan. Kabul: Unesco, February 1962.

The Report considers the provisions for education in the Second Five Year Plan 1962-1963-1966-1967, for economic development in relation to manpower requirements and the ability to pay for the resulting educational expenditure. This is followed by detailed consideration of the educational proposals, and recommendations for their modification, particularly with regard to agricultural education and the education of women. The Report does not discuss educational planning beyond recommending the establishment of a Planning Unit in the Ministry of Education.

F. Burma

409. Newcombe, F. H., Agricultural Extension. Report to the Government of Burma. Rome: Food and Agriculture Organization, 1961.

The author summarizes briefly the observations upon the completion of approximately one year of study in Burma. It is estimated that 75 to 80 per cent of the total Burmese population live in rural villages. Agriculture and forests contribute 94 per cent of the country's total exports. After a survey on the present situation of extension development the author explains the duties and activities of field officers, in-service training on extension, fellowships and pilot village projects. He then makes various recommendations for strengthening the Extension Division at the Department of Agriculture.

410. Sundrum, R. M. and Aye Hlaing, "The Role of Agriculture in Economic Development: Country Experiences, Burma," Proceedings of the Eleventh International Conference of Agricultural Economists, Cuernavaca, 1961. London: Oxford University Press, 1963, pp. 226-275.

This paper was read by U Tha Hto, who also replied to the questions raised in the discussion. The authors describe

410. (continued)

the Burmese economy around 1800 before the advent of the British in Burma, in 1870 when the Suez Canal was opened and when Burma became the world's foremost exporter of rice, and in 1941 shortly before the Japanese occupation. Yet at the conclusion of one and a half centuries of fairly close contact with the modern world, Burma has emerged as a typical 'underdeveloped' country, by all the usual indices of income, investment, and economic structure. But it is not so widely recognized that this occurred at the end of a long period of intensive 'development' of the country's resources. Further, this development occurred primarily under the influence of international trade under conditions of the highly recommended free trade patterns. In Burma the indigenous people obtained only a small share of the growing incomes in the agricultural sector, and the larger share went to the foreigners who took it out of the country.

411. Thein, B., "Land Tenure and Agrarian Problems of Burma," International Conference on Land Tenure and Related Problems in World Agriculture, 1951, Land Tenure, Proceedings. Madison: University of Wisconsin Press, 1956, pp. 153-166.

412. United Nations Educational, Scientific, and Cultural Organization, Report of the Mission to Burma, Paris: Unesco, 1952.

A chapter of this report, which touches on every aspect of education in Burma, deals with technical and vocational education and vocational guidance. It discusses the opportunities available and makes recommendations regarding the establishment of additional technical and vocational schools, apprenticeship training, shop courses and other methods of instruction. It recommends that teachers should be given an opportunity to study vocational guidance as a part of their training and that specially qualified teachers should be sent abroad for extra training so as to be able to organize a program in this field on their return.

G. Cambodia

413. Khuon-Chhup, "Land Problems in Cambodia. Country Review," Documentation Prepared for the Center on Land Problems in Asia and the Far East. Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization, 1955, pp. 439-446.

H. Ceylon

414. Hardy, E. A., Report to the Government of Ceylon on the Technical Training Institute of the Gal Oya Development Board. Food and Agriculture Organization, United Nations, Expanded Technical Assistance Program. FAO Report 1624, 1963.

The report discusses agricultural and settlement program.

415. National Planning Council, Ceylon, The Ten Year Plan (Colombo?): 1959.

A plan for the development of the economy of Ceylon. Part I considers the economy as a whole. The capacity of agriculture to absorb the rapidly increasing population is seen to be small and industrialization is depicted as the ultimate solution to Ceylon's economic problems. This implies expansion in other fields of activity and agriculture is marked out to play the central role in development, both by earning and saving foreign exchange. Part II considers the programs of the different sectors of the economy in detail. As regards agriculture, the plan contemplates an expansion in the output of export crops--tea, rubber and coconut--by 32 per cent between 1957 and 1968. Expansion in the non-export agricultural sector is expected to lead to a reduction in the value of agricultural imports by about 40 per cent, despite an estimated increase in population by 38 per cent during this period.

416. Planning Secretariat, Six year's Program of Investment (1954-1955 to 1959-1960). Colombo: Government Press, 1955.

One chapter of the plan is devoted to educational development. On the one hand, it takes account of the quantitative expansion of the various branches of education and,

416. (continued)

on the other hand, it deals with certain problems of a qualitative nature: increased use of national languages in education; religious instruction; development of manual work, etc.

Provisions concerning vocational training are also contained in several of the chapters relating to the different economic and social sectors: agriculture, industry and handicrafts, health, etc.

I. China

417. Szczepanik, Edward (ed.), Symposium on Economic and Social Problems of the Far East. Hong Kong: Hong Kong University Press, 1962.

A symposium providing a comprehensive view of modern China and her role in the Far East, in V Parts and 17 Chapters. Part I - ECONOMIC CHANGES IN CHINA, presents: (1) The Growth of Chinese Economy, containing (A) "The Perspective of Chinese Economic History in the Light of Recent Studies in Communist China", by E. S. Kirby; (B) "Soviet and Chinese Strategy for Economic Growth," by A. Zauberman; (C) "Chinese Economic Growth under the Five-Year Plans", by S. Mark; and (D) Discussion. (2) China's Agriculture, including: (A) "Collectivization of Agriculture in Russia and China", by A. Nove; (B) "China's Agriculture: a Great Leap in 1958", by C. M. Li; and (C) Discussion. (3) China' Industry, Transport and Trade, containing: (A) "China's Industrial 'Leap Forward' ", by R. Hsia; (B) "The Background of Communist China's Transport Policy", by B. Grossmann; (C) "Organizational Aspects of the Internal Trade of the Chinese People's Republic (with special reference to 1958-1960)", by A. G. Donnithorne; and (D) Discussion. (4) China's Financial Problems, presenting: (A) "Monetary System of Communist China", by J.Y.W. Liu; (B) "Capital Accumulation in Mainland China", by S. Ishikawa; and (C) Discussion.
II - ECONOMIC IMPACT OF CHANGES IN CHINA ON THE FAR EAST, presents: (5) China's External Economic Relations,

417. (continued)

including: (A) "Appraising the External Economic Relations of Communist China", by C. F. Remer; (B) "Balance of Payments of Mainland China" by the Ed.; (C) "China's Aid Program to Asian Neutrals", by R. G. Wilson; and (D) Discussion. (6) Sino-Japanese Economic Relations, presents: (A) "Prospects and Problems of Trade between Japan and Mainland China," by N. Sun; (B) "Sino-Japanese Trade and Japan's Economic Growth," by S. Okita; and (C) Discussion. (7) Hong Kong, Philippines and Indonesia, contains: (A) "The Economy of Hong Kong since World War II," by T. C. Lee; (B) "Stages of Growth and the Philippine Experience," by B. Legarda, Jr.; (C) "Impact of the Recent Changes in China on Indonesia," by M. Sadli; and (D) Discussion. (8) Regional Economic Problems, contains: (A) "Chinese Agriculture as a Model for Asian Countries", by W. Klatt; (B) "The Struggle for Economic Co=operation in Asia and the Far East: the Experience of ECAFE", by D. R. Weightman; and (D) Discussion.

III - POLITICAL CHANGES IN CHINA AND THEIR IMPACT ON THE FAR EAST, offers: (9) Ideological Changes in China, presenting: (A) SA 0911-B6114; (B) "The French-Returned Elite in the Chinese Communist Party:, by C. Brandt; (C) "The Significance of Mao's Fourth Volume", by J. Agassi; and (D) Discussion. (10) China's Internal and External Politics, offers: (A) "The United Front Policy of the Chinese Communist Party towards Non-Communist Parties", by S. S. Hsueh; (B) "Controls in the Communist Party of China", by M. B. McCrary; (C) SA 0911-B6120; and (D) Discussion. (11) China's Foreign Aid Policy in Asia, includes: (A) "Tradition and Transition in the Asian Policy of Communist China", by R. A. Scalapino; (B) "The Development of Chinese Communist Foreign Policies in Asia", by R. L. Walker; (C) "Soviet and Chinese Foreign Policies in Asia", by W. A. C. Adie; and (D) Discussion. (12) China, Japan and Australia, contains: (A) "Communist China's Policy towards Japan", by T. Ishikawa; (B) "Japan's Political Attitude towards Communist China", by T. Ueda; (C) "China's Impact on Australian Foreign Policy", by A. C. Palfreeman; and (D) Discussion.

417. (continued)

IV - LEGAL AND CULTURAL CHANGES IN CHINA, contains: (13) Legal and Cultural Changes in China and Tibet, offering: (A) "Towards an Understanding of Law in Communist China", by L. T. C. Lee; (B) "The Attitude of the Communist Party towards China's Cultural Legacy", by A. Travert; (C) "The Changes in Tibet", by N. M. Ling; and (D) Discussion.
V - SOCIAL CHANGES IN CHINA AND THEIR IMPACT ON THE FAR EAST, contains: (14) Social Change in China, offering: (A) "Social Effects of Economic Changes in China", by A. Shih; (B) "The Communes in China:, by H. J. Lethbridge; (C) SA 0621-B5968; and (D) Discussion. (15) Chinese Family Life, presents: (A) "Trends in Chinese Domestic Organization," by M. H. Fried; (B) "Changes in Family Life in Rural Taiwan," by M. M. C. Yang; (C) "Social Aspects of Change in the Chinese Family Pattern in Hong Kong," by B. R. Wright; and (D) Discussion. (16) Overseas Chinese, includes: (A) SA0000-B0000; (B) "Chinese-Malay Relationships: The Conflict of Social Values in a Plural Society", by W. A. Wee; (C) "Problems of the Overseas Chinese in Southeast Asia", by N. Uchida; (D) "The Recent Changes in the Economic Situation of Overseas Chinese in Southeast Asia", by P. S. Wong; and (E) Discussion. (17) Social Change in Japan and China, offers: (A) "Some Aspects of Social Change in Japan", by R. Storry; (B) "Some Structural Problems of Modernization and 'High Modernization': China and Japan", by M. J. Levy, Jr.; and (C) Discussion. An alphabetical list of participants and an Index.

418. Klatt, W., "Chinese Agriculture as a Model for Asian Countries", Symposium on Economic and Social Problems in the Far East, Proceedings, 1961. Published 1962: pp. 197-267.

419. United Nations, Food and Agricultural Organization, Training Rural Leaders. An FAO study. Shatan Bailie School, Kansu Province, China. Washington, D.C.: 1949, 2nd printing 1950.

J. India

(1). Economic and Social Development - General Development

420. Chaudhury, H. B., et. al., "Technical Records of Sample Design, Instruction to Field Workers and List of Sample Villages and Urban Blocks", India Department of Economic Affairs, National Sample Survey 27, 1960.

421. Coldwell, M. J., R. Dumont, and M. Read, Report of a Community Development Mission in India (November 23, 1958-April 3, 1959). New Delhi: Ministry of Community Development and Co-operation, 1959.

The report embodies the findings of the Community Development Evaluation Mission organized at the request of the Government of India by the United Nations Technical Assistance Administration. The terms of reference of the Mission included the assessment of the results so far achieved by the community development program in India, its basic objectives, its actual impact on the process of general development and of changing attitudes in the villages and its capacity to contribute to the economic advancement of the country. The report is divided into seven chapters. The first chapter deals with the background of community development in India. The origins and growth of community development in India are dealt with in Chapter II. Chapter III examines community development policy and administration. Chapter IV is concerned with the problem of community development and the development of India's resources. Chapter V discusses community development as a multipurpose movement and Chapter VI evaluates the extent and nature of the people's participation and response to the community development program by the scheduled castes and tribes and deals with evidence of the change of attitudes among villagers and their expectations for the future. The role of training in community development is discussed in Chapter VII.

422. Dube, Shyama Charan, Considerations of Social and Political Structures and Agricultural Traditions Influencing Agricultural Development. Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries. Rehovoth: August 1963.

Agricultural development in India is influenced significantly by the country's social and political structure and by its established traditions. A subsistence economy leaves little margin of choice. Innovations and experiments can be extremely risky, and modern technology and developmental agencies are also not without faults. So long as the benefits of innovation are not demonstrated and uncertainty remains in the mind of the farmer, his anxiety to seek security in tradition will be understandable. The economic goals and social perspectives of the Indian farmer are limited by an extremely low level of aspiration. It is difficult to predict India's agrarian future. The emphasis is on cooperative farming. Two things are certain; even cooperative farming will not be able to absorb economically the present population, and considerable work will have to be done in the human sphere to change a faction-ridden society into a truly cooperative one.

423. Economic Commission for Asia and the Far East, Community Development, Part II A: A Case Study of the Ghosi Community Development Block, Uttar Pradesh, India. Bangkok: ECAFE/FAO Agriculture Division, 1960.

The publication embodies the findings of an investigation undertaken to study the impact of community development programs on economic development, particularly the development of agriculture. The extent of acceptance of improved agricultural practices, changes in output, level of living and capital formation associated with community development activities in the six selected villages covered by the Ghosi Community Development Block were studied and compared to the conditions in six other villages in a similar area not covered by community development activities. The study records solid gains from the angle of changing the outlook of the individual and promoting an all-round development of village community, whereas in respect of improved techniques of production and increase in productivity the achievements are termed as modest.

424. Hall, W. F., P. L. 4800's Contribution to India's Economic Development. U. S. Department of Agriculture, Economic Research Service, May 1961.

425. India, Cabinet Secretariat, Indian Villages: A Study of Some Social and Economic Aspects. Delhi: Government of India, 1962. (National sample survey. 13th round September 1957 - May 1958. No. 64).

The publication embodies the report of a survey, conducted in 1,829 villages out of a total sample size of 1,848, selected on the basis of a stratified uni-stage design, with a view towards getting a broad idea of the position of Indian villages in connection with certain basic amenities of life. It contains information regarding distance of the village from the nearest educational, health, administrative and communication centers, conditions of the connecting roads, types of educational and medical facilities, as well as information services available within the villages. The data collected in the earlier rounds of the national sample survey in these respects have been compared, wherever possible, to assess the progress made during the intervening period. The distances in respect to 50% of the villages from the nearest high school, hospital, telegraph office and police station were 7.28, 6.95, 8.79 and 7.04 miles respectively. Lack of adequate facilities for high school education, a preponderance of government-run institutions among schools and hospitals, and an improvement in the number of villages reporting availability of radio facilities and public libraries are some of the other findings of the survey.

426. India, Community Project in Mysore. Bangalore: Government Press, 1956.

This is a report of the community project launched in Mysore, one of the 55 project areas in India. In this area the project covers 638 villages with a population of 180,000. The progress made in the various sectors of the project area is described in the report and an attempt is made to assess this progress. Each chapter gives data and statistics concerning money invested, persons engaged in the project, comparisons between past and present conditions and plans for future action.

427. India, Economics and Statistics Organization, Resurvey of Village Bairampur, District Hoshiarpore. Chandigarh: Government of Punjab, 1963.

Report of a village re-survey, conducted in 1959-1960, to ascertain and analyze the socio-economic changes that have taken place in the village since the time of the first survey made in 1919-1920 by the Punjab Board of Economic Enquiry. An all-round movement in the direction of progress of betterment has been observed during these 40 years. Comparable figures pertaining to almost every economic activity over the period show a definite upward movement. The literacy rate has risen; use of improved farm practices and of manures have increased. Membership in cooperative societies has increased. The number of mortgages and areas mortgaged have decreased. New facilities like the Persian wheels for irrigation purposes have come into existence.

428. India, Ministry of Community Development, A Guide to Community Development. Delhi: 1957.

This book, written for official and non-official workers in community development and the national extension movement, outlines the objectives, philosophy and methods of the community development and national extension programs in India. The book may also be of use in other countries with underdeveloped economies where national leaders are looking to, experimenting with, and adopting community development as a means of improving agriculture, health, education and village cultural practices.

Chapters that are worthy of particular attention are the following: knowledge and use of extension methods; guides for the block staff in diagnosing and prescribing for village problems; the important role to be played by village leaders in community and national extension development; development of programs and activities for village youth; special programs to meet the needs of village women and the village family.

The book concludes with the statement that the community development and national extension programs are making progress thus proving that the improvement of village life can be guided and hastened through institutionalized processes within government and that the second stage of the program, which is now under way, is of even more critical importance than the initiating stage.

429. India, Ministry of Community Development and Cooperation, Report of the Study Team on Community Development (industrial pilot project). Delhi: 1960.

A scheme for pilot projects for village and small scale industries was the result of the recommendation of the Development Commissioners Conference held at Simla in May 1955. These projects were begun in the Community Development Blocks started in 1952-1953. This publication deals with the genesis, aims and objectives of these pilot projects and also gives an account of the implementation of the project program. It contains case studies of 12 projects visited by the Team. Lessons and experience gained in these projects, future program for the development of the village and small scale industries in the rural areas, the methods of assessment of the progress of industry's program and industrial potential surveys have been clearly explained in this publication.

430. India, National Council of Applied Economic Research, Indian Economy: Review and Prospects, 1962-1964, New Delhi: 1964.

431. India, National Council of Applied Economic Research, Techno-Economic Survey of Gujarat. New Delhi: July 1963.

Gujarat ranks among the few Indian states which are industrially well advanced. There is the fairly wide distribution of industrial activity between different regions. High rate of economic growth is also due to an exceptionally rapid increase in crop production. Yet, agriculture in the state suffers from lack of irrigation facilities, which are limited and expensive. This report makes a full appraisal of the state's development potentialities and suggests a 15-year integrated program, designed to achieve a rate of growth which would ensure a per capita income equal to the national target, by the end of the fifth plan. These measures include development of transport, power, education, health, and town planning. To achieve the target, investment requirements of the whole program would add up to Rs. 1,710 crores. Most of the investments in agriculture, power, and transport will have to be borne by the state government. The rate and

3

431. (continued)

pattern of growth visualized in this report would create additional jobs to the extent of 3.4 million outside agriculture by 1975-1976. This compares with an increment of 3.2 million to the labor force during the same period. Thus, not only the entire national increase in the labor force, but a part of those now dependent on agriculture would be absorbed in non-agricultural occupations, without any deterioration in productivity levels.

432. India, National Council of Applied Economic Research, Development of Dandakaranya. New Delhi: October 1963.

Dandakaranya, which comprises the Bastar district of Madhya Pradesh and the Koraput and Kalahandi districts of Orissa, was chosen by the government of India as the most suitable area for the speedy resettlement of displaced persons from East Pakistan. The Dandakaranya Project was started in 1957 with the two-fold objectives of resettling displaced persons and promoting the welfare of the local population, particularly the tribals. This report attempts to examine the resource position and development possibilities. The resource position for minerals is discussed in chapter one. Chapter two deals with utilization of mineral resources for industrial and other possibilities. In chapter three, the utilization of resources from the agricultural, livestock, and forest section for promoting small-scale and cottage industries are discussed. The final chapter summarizes the findings and indicates the implications of the suggested development. The net output from the suggested industrial development is estimated at about Rs. 170 crores per annum by 1976, and the employment potential at about 150,000. Organizational aspects needed to bring about a development of such magnitude are indicated.

433. India, National Seminar on Development Work Among Rural Women, Alipur, India, 1956. A Report. Delhi: Indian Adult Education, 1957.

This seminar, which was held in September 1956, was attended by sixty delegates from all over India, representing both official and non-official agencies. It was the

433. (continued)

first seminar of its kind. The subject had never previously been discussed in any great detail, nor had so many women workers representing so many voluntary and governmental agencies in this field ever met together before to exchange ideas and information.

The main issues discussed at the seminar were:
1. Formulation of objectives and programs;
2. Definition of appropriate methods and suitable techniques of work among rural women;
3. Recuitment and training of personnel;
4. Organizational needs of a comprehensive scheme and the possible sources of finances for the implementation of the schemes.

The report contains the guiding principles for community development work as agreed upon by the seminar, and goes on to discuss the programs demanded for this work, which include social education, a literacy program, cultural and recreation programs, and other programs necessary to ensure economic security and efficiency. These latter programs might consist of such activities as training in home crafts, weaving, basket making, toy making, soap making, leather work, etc. which would enable rural women to supplement their family income.

It was decided that in the formulation and implementation of programs the following basic principles should be observed: (1) programs should not be imposed from outside but should arise out of discussions held with the fullest participation of rural women at all levels; (2) details of all programs should be formulated after a thorough study and observation of the life of local rural women, their conditions, resources, needs, etc.; (3) the programs should be such as to stimulate resourcefulness, initiative and desire for self-help and to encourage the development of local leadership; (4) the programs should be such as to enable rural women to become aware of the existing services in the areas of health, education, recreation, crafts, training, etc. They should also aim at releasing rural women from beliefs, superstition and

433. (continued)

prejudices which prevent them from utilizing the existing services to the full; (5) the educational and training aspects of the programs should concentrate on educating and training rural women for better living conditions and for promoting personal health.

In conclusion, methods and techniques, recruitment, availability and training of personnel are discussed and the organizational and financial needs for implementing the programs are defined.

434. India, Government Planning Commission, Bench Mark Survey Report - Banswada (Andhra), Samalkot (Andhra) and Erode (Madras) Blocks. (Government of India; Planning Commission. Program Evaluation Organization Publications).

435. India, Government Planning Commission, Bench Mark Survey Report - Batala (Punjab). (Government of India; Planning Commission. Program Evaluation Organization Publications).

436. India, Government Planning Commission, Bench Mark Survey Report - Bhadrak (Orissa). (Government of India; Planning Commission. Program Evaluation Organization Publications).

437. India, Government Planning Commission, Bench Mark Survey Report - Kolhapur (Bombay). (Government of India; Planning Commission. Program Evaluation Organization Publications).

438. India, Government Planning Commission, Bench Mark Survey Report - Malavalli (Mysore) and Chalakudy (Kerala) Blocks. (Government of India; Planning Commission. Program Evaluation Organization Publications).

439. India, Government Planning Commission, Bench Mark Survey Report - Morsi (Madhya Pradesh). (Government of India; Planning Commission. Program Evaluation Organization Publications).

440. India, Government Planning Commission, Bench Mark Survey Reports - Manavadar (Bombay, Nowgong, (Madhya Pradesh) and Rajpur (Madhya Pradesh) Blocks. (Government of India; Planning Commission. Program Evaluation Organization Publications).

441. India, Government Planning Commission, Bench Mark Survey Reports - Paunta (Himachal Pradesh), Bhadson (Punjab) and Phathat (Uttar Pradesh) Blocks. (Government of India; Planning Commission. Program Evaluation Organization Publications).

442. India, Government Planning Commission, Bench Mark Survey Reports - Pusa(Bihar), Mohd. Bazar (West Bengal) and Aruncachal (Assam) Blocks. (Government of India; Planning Commission. Program Evaluation Organization Publications.)

443. India, Planning Commission, Report of the Engineering Personnel Committee. New Delhi, Government of India Press, 1956.

The implementation of India's first five-year plan (1950-1955) showed the importance of the manpower factor in the economic development of the country. As a result, the Planning Commission set up a committee in 1955 to assess needs and resources in engineers and technicians for the period covered by the second plan and to recommend what steps should be taken to meet those needs.

In its report the committee explains the methods it employed to assess needs and resources. It considers the problem of the standards of the various categories of personnel and draws a comparison between needs and resources. It proposes a program for extending existing establishments and building new ones, along with transitional measures to be taken until such time as the increase in the capacity of establishments has had some effect. It also considers several other questions, such as the mobility of labor, recruitment policy.

It alludes briefly (for want of more detailed information) to the problem of the supply of artisans and skilled workmen and the training of such personnel.

Finally it recommends the setting up of an appropriate administrative body to work out, formulate and put into effect a systematic manpower policy.

Annexed to the report are statistical tables, the text of the questionnaires which the committee sent to the ministries, etc.

444. India, Planning Commission, Program Evaluation Board, Seventh Evaluation Report on Community Development and Some Allied Fields. Delhi: 1960.

Report contains economic and sociological survey.

445. India, Planning Commission, Leaderships and Groups in a South Indian Village. Government of India: Planning Commission. Program Evaluation Organization Publications.

446. India, Planning Commission, Evaluation of the Gram Sahayak Program. Delhi: Program Evaluation Organization, Planning Commission, Government of India, 1962.

An evaluation of the training and follow-up program for Gram Sahayaks (village leaders) in nine states and one union territory in India. The progress reports on community development program have emphatically stressed the role of village leaders as carriers of new ideas and initiators of new practices. This report discusses various aspects of the Gram Sahayak training program, criteria for the selection of village leaders for training, and content of the training scheme. Suggestions are made to strengthen the program, the most important of them being the setting up of integrated training camps of longer duration in all states.

447. India, Planning Commission, Some Successful Panchayats -- Case Studies, 1960. New Delhi: Program Evaluation Organization, 1961.

The volume presents detailed studies of the working of nine panchayats which are considered more or less successful according to certain broad criteria, such as existence for a reasonably long period of time, capacity to increase their revenue resources, popular participation and democratic functioning. Each study is divided into three parts; (1) background information about the region, (2) the formation and growth of the institution, and (3) the factors contributing to its successful working. Enlightened and influential leadership was the chief common factor to which all the panchayats studied owed

447. (continued)

their success. Important among the other inherent factors were compactness of the village, favorable caste and occupational pattern, internal harmony and team spirit, and a feeling of common history and tradition among the villagers. Certain external factors like aid from community projects and the development of nearby markets also contributed to the success of the panchayats.

448. India, Planning Commission, Training of Village Leaders in Bhopal. (Government of India; Planning Commission. Program Evaluation Organization Publications).

449. India, Tea Board, Statistics Branch, An Enquiry into the Pattern of Living of Tea Plantation Labor. Calcutta: 1959.

450. India, Techno-Economic Survey of Maharashtra. New Delhi: National Council of Applied Economic Research, July 1963.

This report starts by emphasizing the necessity of economic development, while field investigations reflect the resource development imbalance in the state of Maharashtra. It suggests measures to overcome this imbalance. There is need for a more rapid and substantial development in agriculture and allied industries, where productivity levels are low even by Indian standards. It focuses on the value and importance of inter-regional cooperation in the development of power. The report recommends an investment of about Rs. 3,545 crores over the period 1960-1975 which would result in an 140 per cent increase in state income. With the rate and pattern of development visualized in this report, it is expected that no further addition to the number of people dependent on agriculture and related pursuits would occur. Thus, there will be a substantial increase in productivity, not only in non-agricultural activity, but also in the more backward agricultural sector. The report outlines an integrated pattern of development of Maharashtra state over the next 15 years.

451. Indian Cooperative Union, Community Development: a Pilot Project Under Non-Official Auspices. New Delhi: 1961.

This report shows how a community development program can be conducted as an effective ;instrument of productivity and an active ally of the weaker sections of the village community.

452. International Labor Office, India Branch, Recent Developments in Certain Aspects of Indian Economy. Plantation Labor in India: Non-Manual Workers in India. New Delhi: International Labor Office, India Branch, 1960.

This publication consists of two further studies in the series Recent Developments in Certain Aspects of Indian Economy, of which four volumes have already appeared. The aim is to present a discriminating selection of all relevant information on the subject, scattered in official and non-official documents, in a handy and concise form. The paper on plantation labor deals only with labor employed in tea, coffee and rubber plantations. An account is given of recuitment, employment, conditions of work, social amenities, etc. The paper on non-manual workers deals with the conditions of life and work of non-manual employees in government offices, insurance, banks, shops, commercial offices, journalists, teachers and nurses. Questions of unemployment, training and standard of living are first considered and there are then chapters on the various categories of workers under the following subject heads: hours of work, weekly rest and leave facilities, salaries and earning, industrial relations, social security, health and hygiene, and housing and welfare.

453. Sharib, Z. H., Socio-Economic Organization and Reconstruction in Rural India and Pakistan. Bombay: 1956. (All-India Institute of Local Self-Government).

454. Singh, G., and Singh, S., Effects of Bharka Dam Irrigation on the Economy of the Barani Villages in the Hissar District, 1954-1955. Punjab, India: Board of Economic Inquiry, 1961.

455. Singh, G., and S. Singh, Effects of Bhakra Dam Irrigation on the Economy of the Barani Villages in the Hissar District, 1956-57. Punjab, India: Board of Economic Inquiry, 1961.

456. Singh, G., and S. Singh, Effects of Bhakra Dam Irrigation on the Economy of the Barani Villages in the Hissar District, 1961-1962. Punjab, India: Board of Economic Inquiry, 1964.

457. Report of a Study Team on Decentralization in Rajasthan. New Delhi: Association of Voluntary Agencies for Rural Development, 1961.

Following a theoretical discussion on the subject of the role of voluntary agencies in democratic decentralization, the Association decided to conduct a study of the practical working of the system in Rajasthan and Andhra Pradesh, the first two states to introduce Panchayati Raj. The above two reports are the outcome of the study tours undertaken by the teams appointed for the purpose. The reports testify a certain measure of success in the working of panchayats in the two states in that they have opened the way for local talent and initiative. Certain disadvantages of the system, e.g., carrying of power politics to the level of local administration, have also been noted. Some steps for improving the working of panchayats have been recommended by the study teams.

458. Taylor, Carl C., A Critical Analysis of India's Community Development Program. Delhi: The Community Projects Administration, 1956.

The author of this publication has worked for a year in India as a consultant to the Ford Foundation and has written this analysis of the community development program at the invitation of the Indian Government. It was felt that an appraisal of what is really happening under the impact of the program was necessary but that those responsible for the implementation of the program or involved in it directly or indirectly would find it difficult to make this appraisal.

In the introductory chapter the author describes India's community development program by stating its objectives and the methods designed for carrying it out. He stresses the fact that the extension and community development programs in India require not only the sanction but the free participation of millions of persons and hundreds of thousands of village groups. The changes conceived and promoted for their improvement must be not only acceptable to the people but accepted and put into practice by them. India's program is unique in that it is

458. (continued)

both a community development and an extension program. It is a community development program in that its major objective is to develop more than five hundred thousand village communities by methods which will stimulate, encourage and aid villagers themselves to do much of the work necessary to accomplishing this objective. It is an extension program in that it develops channels between all higher centers of information and villages, and develops trained personnel to carry agricultural, health, education, and all other types of scientific and technical knowledge to more than two hundred and seventy-five million villagers living in hundreds of thousands of villages.

In order to measure the progress of the program by the extent to which it has changed or is changing the outlook of villagers, the author attempted to find answers to the following questions: (1) Are villagers enthusiastic about the prospects of undertaking and accomplishing the new things they are doing? (2) Are there additional improvements which they are anxious to undertake? (3) Are they optimistic about the prospects of undertaking and accomplishing these, and other, things?

Another issue which the author set out to investigate was whether community development is becoming the people's program with government assistance or whether it is a government program with the people's assistance.

His answer to the question is that the program at the moment obviously is a government program with the people's assistance - which is understandable since the Government had to be responsible for initiating it. There had been considerable evidence in India to show that villagers, when encouraged and helped by education, technical assistance and community development methods, would improve all aspects of their life and work, but this evidence was so far confined to only a few of India's more than 500,000 villages. In launching and operating a great community development program the Government was determined to develop the massive resources represented by 275 million villagers and the role of initiators of the program had to be played by State and center governments. The

458. (continued)

issue is not therfore whether government authorities must continue to make great contributions to the program but whether, as a result of government action, village people, local leaders and communities are being steadily developed in terms of initiative and responsibilities.

The third question which was important to the author was whether all State and national government departments are prepared or becoming prepared to serve the growing needs and rising expectations of the villagers. Are they being moulded into a well organized team for this gigantic task?

As to the outlook of the villagers, the author's observation is that they are no longer lethargic but are eager for any change that means progress in their production and in their levels of living. He considers, in fact, that they have changed more rapidly than have the ideas entertained by some national leaders. Soon the problem will be not what kind of propaganda will induce the people to change, but how the rising expectations of the people can be fulfilled. For this reason, more emphasis and more effort should be given to satisfying these aspirations by sound community development and extension work and relatively less attention to propagandizing.

(2). Foreign Aid - Technical Assistance

459. India, Department of Economic Affairs, The Indo-U.S. Technical Cooperation Program: Report 1961. Faridabad: 1961.

460. India, Department of Economic Affairs, The Indo-U.S. Technical Cooperation Program: Report 1960. New Delhi: 1961.

461. United Nations Educational, Scientific and Cultural Organization, Training Project in Work Camp Methods and Techniques for South-East Asia, Kengeri, Bangalore, 1956. New Delhi: 1957. (UNESCO Science Cooperation Office for South Asia. Indian Organizing Committee for Training Projects in Work Camp methods and Techniques in South-East Asia.)

(3). Agriculture and Development

462. Bell, F. J., *Community Development in Agriculture: Madhya Pradesh, India*. Washington: International Cooperation Administration, 1956.

463. Black, J. D. and H. L. Stewart, *Report on the Research, Teaching and Public Administration of the Economics of Agriculture for India*. Calcutta: Government of India Press, 1954.

464. Bride, M. R., "Improve Land Tenure--Success and Failure in the Development and Settlement of Government Owned Lands: Country Review of India," *Documentation Prepared for the Center on Land Problems in Asia and the Far East*, Bangkok, Thailand, 1954. Rome: Food and Agriculture Organization of the United Nations, 1955, pp. 309-320.

465. Dantwala, M. L., *Agricultural Employment in a Developing Economy*. Rehovoth: August 1963. (Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries).

> The brief experience of one decade of Indian economic development seems to confirm Dovring's conclusion that it will take many decades before there occurs any decline in the absolute number of persons depending on agriculture. Therefore, agriculture's most important role during the early process of economic development--which may be as long as 40 to 50 years--is to be prepared to accommodate further additions to its already overcrowded population. First and foremost, emphasis should be on the maximum and most efficient utilization of existing resources in agriculture. Organization rather than investment appears to be the more crucial factor. A second equally important task is to attend to the motivation of farmers. A will to improve conditions has to be inculcated and stimulated.

466. Desai, M. B., Indian Society of Agricultural Economics, *Report on an Enquiry into the Working of the Bombay Tenancy and Agricultural Lands Act, 1948 (as amended up to 1953) on Gujarat (excluding Baroda District)*. Bombay: 1958.

467. India, Cabinet Secretariat, Report on Land Holdings (4), Rural Sector-States. Delhi: Cabinet Secretariat, Government of India, 1962. (National Sample Survey, 8th round July 1954-April 1955. No. 66).

The survey, confined to the major crop season of the agricultural year 1953-1954, was conducted in 4,431 sample villages and covered 75,720 households, selected in a stratified two-stage procedure, with villages and households as the first and second stage sampling units respectively. Data collected in respect of ownership of land, area leased out, individual and joint operational holdings as percentages of the total operational holdings, distribution of holdings between agricultural and non-agricultural operations, size and distribution of holding etc. are presented state-wise for nineteen important Indian states, as these existed prior to the reorganization of states on November 1, 1956. The land ownership pattern differed from state to state, as also within the different states. Similarly, an uneven distribution of the operated land among the households was observed. Besides the statistical tables, the report also contains the sampling design of the survey, estimation procedure and the facsimile of the schedules used for the investigation.

468. India, Department of Agriculture and Community Development, Study on Farm Management and Cost of Production of Crops. Volume 1. Calcutta: Department of Agriculture and Community Development, West Bengal, 1964, pp. xxi, 160.

This, the first of a series to be published by the socio-economic and evaluation branch of the Department of Agriculture, set up by the Government of West Bengal, is aimed at finding out the extent to which farm practices recommended by the extension service are adopted by the farmers, the factors that accelerate or impede such adoption, and the impact on farm production of scientific methods of cultivation involving higher investment. Income and expenditure of farms and the cost of production of the chief crops grown in different parts of the state are covered on the basis of eighty farms in thirty villages that received scientific advice and financial aid from the Government during 1962-1963.

469. India, Department of Cooperation, Report of the Working Group on Cooperative Farming. Volumes 1 and 2. New Delhi: Department of Cooperation, 1959.

The Working Group on Cooperative Farming was appointed by the Government of India in June 1959, to help the formulation of an action program on cooperative joint farming. The terms of reference of the Group were: (1) to examine the types and methods of organization and management of joint farming societies, (2) to assess financial requirements and suggest how these should be met, (3) to assess the requirements of administrative, supervisory and technical personnel at various levels, (4) to suggest arrangements for training the above personnel and (5) to recommend such other measures as may be considered necessary for promoting this program of joint cooperative farming. The Working-Group canvassed the required information and data with the help of (a) questionnaire, (b) visits to the selected societies and (c) discussions with officials and non-officials connected with the working of these societies. Their report is divided into three parts. Part I discusses the background on the basis of which the detailed recommendations are included in Part II. Part III consists of summary of recommendations, note and annexures. Volume two comprises (1) an account of the cooperative farming societies visited, (2) study of the model bye-laws of cooperative farming societies and (3) annexures. The Working Group pleads for starting of Pilot Projects, magnitude of assistance to Societies, Starting of Training Centers and National Institute, Technical Guidance etc. They hope that as a result of the program outlined, conditions will be created in the country for the growth of cooperative farming on sound lines, the movement will gain momentum and cooperative farming will emerge as a pattern of agriculture in the country.

470. India, Directorate of Economics and Statistics, Agricultural Legislation in India. Volume VIII. Relief of Agricutural Indebtedness. Delhi: 1958.

471. India, Intensive Agricultural Districts Program: Conference Report of the First Central Training Course for Key Personnel of the Program (From 5th to 15th December 1960). New Delhi: Government of India, 1961.

This report contains the proceedings of the first training course conducted at Delhi in December 1960, for key officials engaged in what is known as the intensive agricultural districts program or the package program. The program which has as its main objective the maximization of agricultural prduction in the country, is being implemented in some selected favorable districts having maximum irrigation facilities and a minimum of natural hazards. Attempts are being made to provide the participating farmers in these districts all the facilities necessary for maximizing production, such as fertilizers, improved seeds, credit, technical know-how, additional godowns, transport, more trained staff, etc. The present report contains papers covering the various aspects of the program by the participating officials and is intended to help develop a comprehensive and coordinated approach to see that the various measures envisaged in the scheme are provided simultaneously to the farmers.

472. Jha, A.N., "Agrarian Reform in the State of Uttar Pradesh, India." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 146-152.

473. Johnson, Sherman E., Report on India's Food Crisis and Steps to Meet it. Agricultural Production Team, Chariman: Sherman E. Johnson. Sponsored by the Ford Foundation. Delhi: Government of India (Ministry of Food and Agriculture and Ministry of Community Development and Cooperation), 1959.

This is a report on India's food crisis prepared by an American team of agricultural specialists who visited India at the request of the Government of India with the sponsorship of the Ford Foundation. The report is divided into three parts. Part I examines the need for emergency measures in food production. Part II deals with the measures by which village farmers may be

473. (continued)

enabled to increase food production and Part III is concerned with planning for an abundant agriculture. The inescapable conclusion is that a rapid increase in production of food is India's primary problem in achieving human welfare, social justice and democracy over the next seven years. Certain crucial issues and major proposals indicated by the team are: (I) A Third Plan target of 110 million tons of food grains assuming the population of 480 million by 1965-1966, (II) tripling the rate of increase in food production, (III) Stabilization of farm prices, (IV) Public works program for increasing food production and village employment, (V) Priorities for chemical fertilizers, (VI) Intensified irrigation and drainage programs, (VII) Selection of certain crops and certain areas for more intensive efforts, (VIII) Security of land tenure and consolidation, (IX) Large scale credit through cooperatives, (X) Progressive reduction of cattle numbers, (XI) and centralized authority for coordinating food production. Pleads for emergency action and reiterates confidence in the capacity of India's people to mobilize in order to meet the great crisis before them.

474. Kahlon, A.S., "Analysis of Farm Planning Structure in Ludhiana I.A.D.P. District." Indian Social and Agriculture and Economics Seminar Series, 4: pp. 327-249, March 1964.

475. Naik, K.C., Agricultural Education in India: Institutions and Organizations. New Delhi: Indian Council of Agricultural Research, 1961.

476. Narasinga Rao, P.N., "Planning and the Economic Organization of Agriculture." Indian Economic Association Proceedings, 41st Conference Number (December 1958), pp. 28-35.

The author discusses the need for radical changes in the economic organization in context of land reforms and agricultural planning which according to him has not been a great success in India. He advocates a system of individual farming with the state exercising wider control over land and its cultivation and playing a more dominant role in agriculture, including the provision of agricultural credit, direction of crop planning, procurement of

476. (continued)

foodgrains, etc. The possible objections to this system are also answered. It is suggested that this system amounts to a sort of partnership between the state and the cultivator which would help to solve the food problem and will be quite in conformity with the accepted economic ideology.

477. Ong, S., "India's Experience of Farm Planning and Programming." Indian Social and Agriculture and Economics Seminar Series, 4: pp. 83-94, March 1964.

478. Singh, T., Agricutural Policy and Rural Economic Progress. Ahmedabad, (1962?). Presidential address at the All India Agricultural Economics Conference, 1962.

479. United Nations, Economic Commission for Asia and Far East/ Food and Agricultural Organization, "Capital Formation in Agriculture: A Case Study in Uttar Pradesh, India." Economic Bulletin Asia and Far East. Econ. 12(2): pp. 29-44, September 1961.

480. Wunderlich, G., "Land Reform in Western India: Analysis of Economic Impacts of Tenancy Legislation, 1948-1963." U.S.D.A. Economic Research Service, ERS-Foreign-42, June 1964.

(4). Education and Development

481. "Agricultural Extension and Community Development in India." W.p., w.d. (Papers of a meeting held in Illinois).

482. All-India Cooperative Union, Report on an Evaluation Study of Cooperative Education Program in Bawana Area, Delhi. New Delhi: All-India Cooperative Union, 1960.

The Report embodies the results of a field investigation conducted by the All-India Cooperative Union for an evaluation of the education program in Bawana area about 15 miles from Delhi City. The investigation covered 11 villages and 26 Cooperative Societies. It studied specially (1) The extent to which the trained persons have grasped the cooperative education imparted to them;

482. (continued)

(2) the change in the attitudes of the trained persons towards their society and other members and (3) the extent to which there has been an improvement in the working of cooperative societies as a result of cooperative education. The Report pleads for (1) increasing publicity and propaganda of the objects and benefits of the program coupled with personal approach, (2) elongation of training courses, (3) need for relevant literature in regional languages and (4) change of syllabus and technique of training.

483. Dawson, J.D., An Appraisal of Rural Higher Education in India and a Projected Program for the Rural Institutes. New Delhi: Ministry of Education, 1960.

A report on the study of rural higher education and of work of the recently formed rural institutes in India, prepared for the Ministry of Education and the rural institutes. The principal points studied are: (1) Aims and purposes of rural higher education; (2) Current program in operation; (3) Strength and limitations of the existing program; (4) A projected program for the rural institutes; (5) Special comments on work-study education, operating projects at a rural institute, adaptation of basic educational principles to rural higher education; (6) Staff relation and preparation.

484. Dornik, Otto, Extension Education in Community Development. New Delhi: Ministry of Food and Agriculture, 1961.

This book has been written for use in the training of all categories of staff necessary to man the various positions in India's Community Development - National Extension Service Program. It is a collection of articles by 18 authors with experience in community development, who are members of the staff of the training unity of the Directorate of Extension in the Ministry of Food and Agriculture, Government of India. The book is divided into four sections: part 1 outlining aims and concepts of community development and agricultural extension in India, part 2 containing suggestions on program development, part 3 describing extension teaching methods and techniques, and part 4 discussing related activities, such as home economics and the training of youth.

485. India, Committee on Plan Projects, Report of the Team for the Study of Community Projects and National Extension Service. Volume I, II, III. 1957.

486. India, Committee on Plan Projects, Draft Report on Teacher Training. New Delhi: Government of India, May 1963.

The report gives an account of the present availability of teachers, both trained and untrained, and then goes on to examine the possibilities and problems of teacher education in India.

487. India, Committee on Plan Projects, Report on Secondary School-Cum-Hostel Buildings in Rural Areas. New Delhi: Government of India, October 1963.

The report contains design proposals for rural schools which can also be used as hostels suitable for areas with widely scattered school populations.

488. India, Ministry of Education, Report of the All-India Educational Survey: A Study of the Distribution and Size of All Rural Habitations With a View to Grouping Them Together for Delimiting School Areas of Existing and Proposed Schools at the Primary, Middle and High School Stages ... Data as on 31 March 1957. Delhi: Manager of Publications, 1960.

In pursuance of a recommendation of the Central Advisory Board of Education, an educational survey of India has been carried out in collaboration with the State governments. It was commenced in November 1957 and completed in April 1959. It has been a colossal and difficult work, the first of its kind on such a wide scale to be undertaken in this country. The main objectives of this survey were: (1) To identify and enumerate every district habitation and prepare registers giving relevant information about them; (2) To enumerate the existing primary, middle and high schools and the habitations served by them; (3) To plan school areas for each primary, middle and high schools in a rational manner so as to derive the maximum benefit with the minimum of additional outlay from the existing schools and those to be opened or enlarged in future.

489. India, Ministry of Education, Committee on Rural Education, Report. Delhi: Manager of Publications, 1959.

The Committee on Rural Education was formed for two reasons. First, the rural institutes of higher education proposed that students successfully completing their two-year certificate course in agricultural science should be made eligible for appointment as Gram Sevaks. This was in conflict with the arrangement already made by the Ministry of Agriculture that the requisite number of Gram Sevaks would be supplied by the Basic Agricultural Schools and extension training centers which the Ministry had helped the States to establish. The situation was further complicated by the decision taken on the recommendation of the C.O.P.P. team on Community Development and National Extension Service to stagger the opening of new blocks, thus reducing the number of Gram Sevaks required in the coming years. It became apparent that there was some overlapping of functions between these two kinds of institutions. The second reason for forming the Committee on Rural Education was the criticism of the Janata College at the Sixth Development Commissioners' Conference on Community Prjects held at Mussorie in April 1957.

This report is based on visits to a number of institutions where, in addition to examining their facilities and meeting students, the members of the Committee held discussions with staff members and some officers of the State government.

490. India, Ministry of Education, A Brochure on Educational Survey of India. New Delhi: 1959.

This work is an account of a census and studies carried out from 1957 to 1959 with a view to improving the planning of school building programs. This entailed, first, listing all the villages, hamlets and settlements in India and the existing schools and the areas they served; determining how many new schools should be built, where they might best be located and what areas they should serve (changing existing boundaries where necessary); and then, on the basis of these studies, drawing a school map for each district, showing the existing schools, the new schools to be built and the areas served by each school.

490. (continued)

This publication describes the organization of this work and summarizes the overall results at the national level. Numerous statistical tables and charts are annexed.

491. India, Ministry of Education, Report of the Committee on Rural Education. Delhi: Ministry of Education, 1960.

This is a report of the Committee appointed to examine the objectives of rural institutions, to recommend modifications in them, if necessary, and to indicate the lines on which the syllabi should be remodelled. The Committee considers the education of rural people for a better and fuller life and the training of workers for service to the rural people as the main purpose of rural institutions. A long term approach for providing agricultural education for rural people on a scale commensurate with the needs created by the nationwide Community Development Program, a combination of studies in cultural and occupational fields and the promotion of the village school as the community center are some of the important recommendations made.

492. India, National Council for Rural Higher Education, Proceedings of the Fourth Meeting of the National Council for Rural Higher Education and Its Standing Committee, held at Sriniketan (West Bengal) on March 29 to 31, 1958. New Delhi: Ministry of Education, 1959.

Among the important items of agenda were: (1) approval of syllabuses of studies for the rural services diploma and the preparatory course; (2) consideration of possibilities of employment for students of rural institutes; (3) the question of advanced grants to rural insititutes; (4) consideration of the suggestion that seminars be held for subject teachers; (5) the question of setting up a Board of Studies; (6) the distribution of income from fees, and agricultural farm, village industries departments etc. ... between the rural institute and the Ministry; (7) language standards in agricultural science courses; (8) approval of the handbook of instructions for the superintendents of examinations; (9) translation of question papers for agricultural science courses into several languages.

493. India, Planning Commission, Report of the Working Group on Technical Education and Vocational Training. New Delhi: Government of India Press, 1960.

This report contains the findings and recommenations of the working group set up to study the development of technical education (secondary and higher) and of vocational training during the implementation of the third five-year plan.

494. India, Planning Commission, Third Five-Year Plan (1961-1962 - 1965-1966). Draft Outline.

Two chapters of the plan are devoted to education and vocational training. Though they give only general trends and overall figures they represent a synthesis of a great many studies carried out in collaboration by the Planning Commission, the Ministry of Education and other departments concerned, at both national and State levels.

The main aims in view are: the extension of free and compulsory education to all children between the ages of 6 and 11; improvement in the standards of secondary and higher education; the development of science teaching; the training of teaching staff; the expansion of technical and vocational education in line with the economic and social needs assessed by the working group on technical education. The plan is also concerned with the development of education and vocational training provided by establishments responsible to bodies other than the central Ministry of Education and the education departments of the different States, for instance, the Ministries of Labor, Community Development and Cooperation, Agriculture, Health, etc.

495. Planning Commission, Training of Village Artisans in Bihar. (Government of India; Planning Commission. Program Evaluation Organization Publications).

496. India, Planning Commission, Community Projects Administration, Training for Village Work. Delhi: The Publications Division, no date.

This is a manual for the training of personnel for village work. The improvement of village life was given the highest priority in the first five-year plan in India and great importance was attached to the provision of training facilities in the community development programs. The workers needed for village work can be divided into four types: (1) village level workers; (2) social education organizers; (3) block development officers; and (4) extension officers, i.e. experts in health or farming, overseers, engineers, etc. The training facilities available for each of these categories are examined and the methods used to train the various types of personnel are described in detail. One chapter is devoted to in-service training, which is another aspect of the training program. A list of training centers is appended and there is also a map of India showing extension training centers and training centers for social education organizers, development officers and public health personnel.

497. India, Secondary Education Commission, Report. New Delhi: Ministry of Education, 1953.

The task of the Secondary Education Commission set up in 1953 was to study the situation prevailing in secondary education and suggest measures for its reorganization and improvement, particularly in regard to its aims and structure, its relations with primary and higher education and the relations between the different types of secondary schools.

The commission's report contains its findings and recommendations on the following subjects: the structure of the secondary course, language teaching, curricula, teaching methods, character training, guidance of pupils, health and physical education, examinations and the assessment of pupils' work, teaching staff, administration and buildings, financing.

Several documents are annexed, including the text of the questionnaire sent by the commission to a great many persons and institutions.

497. (continued)

The reform of secondary education which was subsequently undertaken was based largely on the commission's recommendations.

498. Indian Adult Education Association, Adult Education in Community Development: A Symposium. Delhi: 1956.

This symposium consists of four papers each by an expert on adult education. The first is a general review of the subject, adult education being envisaged as remedial education, as an agent for removing social tensions, as a means of strengthening social consciousness, as a link between the research center and the home, and as a means of expanding the mental horizons of men and women. The second paper is a discussion of the future of adult education; the author puts forward some suggestions as to how work in the field could be made more effective, pointing out in particular that (at the time of writing) consolidation is more necessary than further expansion.

The third paper is a study of literacy work in adult education; this author makes a special plea for young adults to be given the opportunity of learning to read and write in their own language, as only then will they be in a position to participate in community development.

The fourth paper is entitled "Adult Education - Matrix of a New Civilization." Here the author calls attention to the need for proper training of workers in the field so that they may be effective in removing the intellectual and emotional barriers which thwart progress in community development.

499. Indian Council of Agricultural Research and Educational Services, "Seminar on Teaching Methods in Agricultural and Veterinary Sciences, 3, Bombay, 1960," Report. Indian Council Agr. Res. Educ. Ser. 11, 1960.

500. Mathur, J.C. and P. Neuratz, An Indian Experiment in Farm Radio Forums, (ed.) by UNESCO. Paris: 1959. (Press, Film and Radio in the World Today Series).

501. Pires, E.A., The Rural Primary Teacher. Delhi: Ministry of Education, 1955.

In this study the author discusses the following topics in relation to the rural primary teacher: (1) the role of the teacher; (2) the problems of the rural teacher; (3) the program of the rural primary school; (4) the qualities needed for rural teaching; (5) school-community cooperation; (6) the recruitment, training and selection of rural teachers; (7) in-service guidance. It is pointed out that school programs should be related to the needs of the community and that the teacher should strive to improve the children's physical, economic and social environment.

502. Sharma, P.S., "Training Extension Workers in India Who Have Not Had Agricultural College Training." Cornell U. Compar. Ext. Educ. Seminar, Mimeo Release 2: pp. 10-16, July 1960.

503. Smith, Louis, The Rural Institutes of Higher Education: A Study With Recommendations. Delhi: Ministry of Education, 1958.

The rural institutes of higher education are a new venture, part of a comprehensive pattern of educational pioneering designed to meet the special needs of rural India. There are ten of these institutes, situated in widely separated rural areas of the sub-continent. The writer spent three months talking with their leaders, meeting staff and students and studying the plans for programs and buildings. With the directors, he travelled into the surrounding countryside to meet village school teachers, extension workers, panchayat members workers at handicraft centers and the like. This report attempts to summarize his experience and offers some suggestions to leaders and staff members.

These institutes are, of course, in their infancy, the first having begun its program only in July 1956, and they are judged here in terms of the start they have made and the potentialities they show. The writer is convinced that the basic idea of the institute is sound and that they show good promise of becoming strong centers for training rural leaders and pioneering effective approaches to rural development.

504. Ulrey, P., Evaluation: A Tool for Educational and Economic Development. Michigan State University, Extension 906, March 19, 1963.

K. Japan

505. Japan, Agricultural, Forestry, and Fisheries Productivity Conference, Agricultural Extension Work in Japan. Tokyo, 1959. (Agricultural, Forestry, and Fisheries Productivity Conference 1959, Agricultural Development Series 1).

506. Japan, Economic Planning Agency, New Long-Range Economic Plan of Japan (1961-1970). Tokyo: The Japan Times, 1960.

This plan, which is not of a binding nature but simply proposes some very general objectives with a view to guiding government action, points out the importance of training skilled workers and qualified personnel in order to meet the requirements of the situation created by the expansion and modernization of the economy. More attention is given to education in this plan than in the preceding one (1958-1962). However, it does not deal with education as a whole. In Chapter III of the second part, entitled "Improvement of Human Ability and Promotion of Science and Technology," the government is urged to develop both higher scientific and technical education, along with secondary education, with special attention to secondary technical education, and vocational training. The report makes recommendations concerning some of the targets to be aimed at and some of the means to be employed in reaching them.

507. Japan, Ministry of Agriculture and Forestry, Report of the Survey on the Trends of Employment in Agricultural, Forestry and Fishing Families, 1960.

The only data available in Japan about the social structure of populations engaged in agriculture, forestry and fishery. Among other things, the status of employment of rural people in industries other than agriculture, forestry and fishery, tabulated by different classes of the community are of great use for vocational guidance of pupils in rural schools.

508. Japan, Ministry of Education, Research Bureau, Demand and Supply for University Graduates. Tokyo: 1958.

This publication summarizes the results of a series of investigations carried out by the Ministry of Education to provide a basis for its policy for the development of higher education.

The first part is an historical study, covering the period 1926-1955, of the growth in the numbers of graduates from higher education institutions considered in conjunction with the economic development of Japan. The second part gives an analysis of the findings of two surveys concerned with the present distribution of graduates, according to their fields of study in the various sectors of economic activity.

On the basis of this analysis and the economic forecasts of the five-year plan, together with various other factors, the authors of the study assess the numbers and types of graduates needed for the period 1955-1960. They then calculate the numbers of graduates to be expected annually for each branch of study and compare them with requirements.

This work is usefully supplemented by a second edition, which appeared in June 1959 and brought it up to date for the period 1958-1962. It also describes the way in which the surveys were conducted and shows how the findings were used.

509. Japan, Ministry of Education, Research Bureau, Demand and and Supply for Graduates From Secondary Schools and Universities. Tokyo: 1961.

In this work the forecasts, which are made for a period of ten years, also cover pupils completing secondary education.

After explaining the object of this study and briefly recalling the main lines of the preceding one, the authors examine the educational level of the working population and the distribution of those holding diplomas of higher education institutions or secondary school

509. (continued)

certificates by branch of study and for each sector of economic activity. The data for this analysis were compiled from two surveys carried out between 1958 and 1960. The authors go on to assess, first, the demand for graduates as affected by various factors, including the economic plan for the period 1961-1970, and secondly, the supply of such graduates, comparing the former with the latter. The last part summarizes the main lines of the plans drawn up to give a better adjustment of supply to demand.

Statistical tables and the questionnaires used for the surveys are given as an annex.

510. Japan, Ministry of Education, Research Bureau, Youth Education in a Changing Society. Tokyo: 1961.

The object of this publication is to present the problems of secondary education and the basic facts that will have to be taken into consideration when development plans are drawn up.

In the first part the authors describe the progress of secondary education from 1950 onwards. Special sections are devoted to the growth in the numbers of girls enrolled and to regional differences in the development of secondary education.

The second part consists of a study of the present situation and certain recommendations both of a quantitative and of a qualitative nature with regard to general and technical secondary education, part-time education, correspondence courses and teacher training. In this context, the case of pupils who do not continue their education once they have completed the period of compulsory schooling is also discussed.

In the third part, the authors give forecasts concerning the growth of the number of pupils in secondary schools in relation to demographic, sociological, technological and economic development and determine the main aims to be pursued in a plan for the development of secondary education. Various statistical tables are given in an annex.

511. Japan, Ministry of Health and Welfare, White-Paper on Health and Welfare, 1962.

A report made during the period 1960-1961 concerning the administration of welfare and health in Japan, gives detailed information on the present living standards in rural communities, the rural diet, and medical problems in villages. Also provides valuable materials for drawing up the curriculum for isolated rural schools.

512. Japan, Niigata Prefectural Board of Education, Report on Rural Schools in Winter, 1962.

A review of rural education in Niigata prefecture, which sets up more branch schools during the winter time than any other prefecture in Japan. The report sets out problems in education in rural areas with heavy snowfalls. It reports pupils attendance in the snowy season and provision of audio-visual teaching materials in rural schools.

513. Japan, Report on the Development of Isolated Islands, 1960.

Japan is an insular country consisting of Hokkaido, Kyushu, Shikoku, Kyushu Islands, and of approximately 3,000 small islands. The "Law on the development of remote islands" was enacted in 1953 for cultural development in isolated islands. This report describes development in remote islands, giving information on their present status and future programs.

514. Toyama Prefectural Institute for Educational Research, Rural Education in Toyama Prefecture, Japan, 1959

In Toyama prefecture, there are not so many rural schools as in other prefectures, but discrepancy in educational and cultural levels between urban and rural areas has recently appeared. The school board of education is therefore planning a method of eradicating this discrepancy. The report gives a general survey of equipment, teachers, pupils' physical conditions, and motivation and learning attitudes of pupils in rural schools.

515. Landejinsky, W.I., "Land Reform in Japan: A Comment." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure, Proceedings. Madison: University of Wisconsin Press, 1956, pp. 224-229.

516. Tatsuno, T., and R. Kaneke, Agricultural Extension in Japan. Tokyo: 1958. (Food and Agricultural Organization of the Union Nations, Forestry and Fisheries Productivity Conference. Tokyo).

L. Malaya

517. Akib, S., "The Attitude of the Malayan Peasant Toward the Tenure Problem of Malaya, With Special Reference to the State of Kedah." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University Wisconsin Press, 1956, pp. 176-178.

M. Nepal

518. Nepal, Ministry of Education, The Five-Year Plan for Education in Nepal (1956-1957 - 1960-1961). Katmandu: College of Education, 1957.

This plan follows closely the plan, projects and recommendations of the National Education Planning Commission appointed in 1954 to study the future organization of education in Nepal. Much attention is therfore devoted to estimated costs, capital outlay and other financial aspects involved in the organization of a long-term educational system.

519. Nepal, National Education Planning Commission, Report. Katmandu: 1955.

The report contains a general introduction and a survey of the background to educational programming in Nepal, outlining the nature of and the need for educational planning. The national plan is described in Part II, consideration being given to the vocational emphasis of basic education, the activity method of learning in the

519. (continued)

Montessori school, the religious influence of the Pathashala and the Gompa, and the academic standrds of the English and Sanskrit systems. Part III contains a summary and recommendations, and Part IV traces the educational progress made since the inauguration of the existing program. Appendices deal with various aspects of the projected plan and examples are given of questionnaires addressed to illiterates, educated laymen and professional educationists.

520. Wood, Hugh B., and Bruno Knall, Educational Planning in Nepal and Its Economic Implications. Kathmandu: Unesco, May 1962, (Draft Report of the Unesco Mission to Nepal), January-May 1962).

The report surveys the program of Nepalese educational expansion initiated in 1954, and makes recommendations for its modification in the light of economic development needs and potential and the resources available for education. Although educational planning activities were early initiated, there is a lack of research and statistics to back them up (Chapter 3, Section II). Also considers the economic planning machinery and its products as a frame for the further educational planning activity, the possible extent of which is discussed in a final chapter, together with its organization.

N. Pakistan

521. Akhtar, S.M., "The Land Tenure Situation in Pakistan." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 125-133.

522. Alexander, T.H., Report to the Government of Pakistan on Agricultural Extension. EPTA Representative, Food and Agricultural Organization of the United Nations, Rome No. 1839, 1964, pp. 26, 6.

The author reports on his activities in Pakistan from September 1960 to December 1963 to advise the Water and Power Development Authority (WAPDA) on an extension

522. (continued)

service for the Ganges-Kobadak Project and on the coordination of rural services, to assist in a training course and in the preparation of teaching material, and to collaborate with the other members of the FAO team to develop an agricultural program for the project. The first recommendation is to broaden the scope of the FAO team on the project to include all WAPDA projects needing planning and personal training assistance. The Baradi Training Center should beexpanded and its facilities increased; WAPDA should act to assist farmers in the fields of cooperation, credit, seed and fertilizers, etc.; working relations should be improved, and responsibilities better defined between agricultural and engineering groups; the farm club construction program should be accelerated, and more emphasis should be given to the practical training of farmers. In addition, the WAPDA Extension Service should be transferred to the Ministry of Agriculture as soon as this becoems possible.

523. Beringer, C. and I. Ahmad, The Use of Agricultural Surplus Commodities for Economic Development in Pakistan. Karachi: Institute of Developmental Economics, 1964.

The purpose of importing surplus commodities under Pakistan's second five-year plan was first to avoid deflation and then to provide resources for development. An immense program was proposed for public works, particularly in East Pakistan. It is argued that the scope for extension is limited because the composition of commodities available for import appears to bear little relation to the pattern of income elasticities of demand: wheat (the main commodity in surplus) is a poor substitute for milk or tea. Price adjustments are not easy, for a fall in the price of wheat affects the production of wheat in West Pakistan and a rise in the price of other commodities is inflationary. There are also difficulties in substituting the production of cotton for wheat. The conclusions are reached with the aid of multiplier analysis, using data from consumption surveys. It is suggested that in East Pakistan reluctance to eat wheat as a substitute for rice is a greater obstacle to the use of surplus commodities for development than greater affluence.

524. Cheema, M.A., "Land Tenure and Land Reforms in Pakistan, Country Review." Documentation Prepared for the Center on Land Problems in Asia and the Far East, Bangkok, Thailand, 1954. Rome: Food and Agricultural Organization of the United Nations, 1955. pp. 451-468.

525. Economic Commission for Asia and the Far East, A Note on the Utilization of Agricultural Surpluses for Economic Development in Pakistan. Study prepared by the ECAFE/FAO Agriculture Division, Economic Commission for Asia and the Far East. Bangkok: FAO, 1961.

Under the auspices of the Executive Secretary of ECAFE and the Director-General of the FAO case studies were conducted on the disposal of agricultural surpluses, particularly in Pakistan, with special reference to the procedures and problems involved in their utilization for economic development. Some of the subjects discussed are: (1) considerations leading to the purchase of surplus agricultural commodities, (2) factors to be taken into account in deciding which surplus and in what quantities should be procured on special terms, (3) administrative procedures, arrangements and institutions, (4) specific plans for using the additional resources obtained through surplus transactions to increase investment, and (5) assessment of effects of surplus disposal transactions.

526. Graham, A.B., et al., Technical Education in Pakistan. Paris: Unesco, 1961. (Report of the Unesco mission to Pakistan, February-March 1961).

The report discusses the proposals of the National Commission on Education and the Second Five-Year Plan referring to technical, commerical and agricultural education, and makes modifying recommendations in the light of further knowledge of the future economic needs of the country. The need to extend educational planning services is also mentioned.

527. Hall, W.F., Agriculture in Pakistan. Economic Research Service, U.S. Department of Agriculture, Washington, D.C. No. ERS-Foreign 129, 1965, pp. iv, 28.

About one-fouth of Pakistan's 365,000 square miles is classified as arable land. In 1957/1958 some 61.4 per cent of the land area in East Pakistan and 20.1 per cent in West Pakistan were under cultivation. Some 40 per cent of West Pakistan's cultivated area is under wheat and some 85 per cent of that in East Pakistan is under rice. Cultivation and harvesting methods are primitive, with technology mostly confined to expand irrigation, higher fertilizer inputs, improved seed, plant protection and improved hand tools. The production of staple crops (rice, cereals and pulses) falls short of domestic requirements, whereas there is a surplus of commercial crops, such as jute (the major source of foreign exchange). Goals of agricultural policy are self-sufficiency in food grains and higher output of raw materials for the domestic industry and for export. To meet the foreign exchange costs of agricultural and economic development under the five-year plan, Pakistan supplements its foreign exchange earnings with foreign aid. In 1962/1963 such aid constituted 42 per cent of the Government budget. The export trade is predominantly in agricultural commodities or products manufactured therefrom. Agricultural commodities accounted for 19 per cent of all imports in 1962/1963. Details are also given on Pakistan's trade with the USA. The prospects for the next decade point to a rapid rate of economic growth but farm output is unlikely to expand rapidly enough to keep pace with population growth. Import needs for food grains on concessional terms will probably continue to grow in the near future.

528. Malik, I.H., The Development of Cottage Industries on Cooperative Lines. Punjab, Pakistan: Board of Economic Inquiry, 1961.

529. Niaz, M.S., Study of Relationship Between Land Reforms and Community Development (Village AID). Karachi: Government Planning Committee of Pakistan, 1965.

The study is a consequence of the 1960 ECAFE resolution and review the hypothesis that land reforms and community

529. (continued)

development program in India, Pakistan and Taiwan are mutually complementary and should have better prospects with further improvements. Impacts of this hypothesis on West Pakistan conditions are analyzed and the following features discussed: (1) the agrarian situation in West Pakistan in 1947 and changes in the system of operating the land; (2) a brief history of the Village Agricultural and Industrial Development (Village AID) Program and its achievements, during the first Plan period; (3) the contribution of Village AID to the implementation of land reforms, and vice versa.

530. Pakistan, Commission on National Education, Report. Karachi: Government of Pakistan Press, 1960.

A National Commission was set up in 1959 to review the educational system in the light of the aspirations and needs of the people of Pakistan and also of the country's social and economic structure, and to recommend such measures of reorientation and reorganization as might be necessary to ensure a general and balanced development of education.

The commission opens its report by stating what it regards as the essential aims of education in Pakistan, stressing the part education should play in the inculcation of moral values, the promotion of national unity, character building, and economic and social growth. Here the commission points out that the development of education and of vocational training constitutes an economic investment and is an indispensable prerequisite for the overall development of the country.

In the light of these general principles the commission formulates recommendations for each branch of education, covering aims, organization, curricula and examinations, staff, administration,financing. In the case of technical education it emphasizes the necessity of setting up a body to undertake research into requirements in the matter of qualfied manpower. It goes on to study various general questions: religious instruction, the language in which teaching is given, the dignity of manual work, guidance for pupils, etc. It considers the questions of the training and status of teachers. The problems of

530. (continued)

administration and finance which are examined in several passages of the report are dealt with as a whole in two special chapters which also contain the commission's recommendations on this subject, and stress the need for planning.

This report, which covers the whole field of education within the general context of the nation's problems, provides the basis for the planning activities subsequently initiated in Pakistan.

The questionnaire which was distributed by the commission to many persons and institutions is given as an annex.

531. Pakistan, Planning Commission, The Second Five-Year Plan (1960 - 1965). Karachi: Government of Pakistan Press, 1960.

The chapter in which the plan is presented explains that education was regarded as one of the sectors which should receive priority, and the chapter on education emphasizes the fact that the development of education and vocational training is of vital importance to the economic and social progress of the country. The principal recommendations of the National Commission on Education have been taken into consideration whenever possible.

All branches of education are dealt with, particular attention being paid to measures for the quantitative expansion and qualitative improvement of primary, technical and vocational education and of teacher training. In considering secondary and higher education the plan suggests means for improving quality and results.

Several of the chapters dealing with the different economic and social sectors (agriculture, industry, health, housing, etc.) include suggestions for the development of means of vocational and technical training for which the traditional education services are not responsible. With that object the general chapter on manpower recommends the creation of a body whose task it would be to coordinate all the vocational training activities instituted by the various ministries and services.

532. Pakistan, Planning Commission, Review of Progress in 1961/1962 Under the Second Five-Year Plan. Revised edition. Karachi: Planning Commission, Government of Pakistan, June 1963.

Evaluates the progress in the second year of the second five-year plan. The economy has expanded by five percent at constant prices and income per head of population increased by three per cent since 1960/1961. Agriculture, which accounts for over half the nation's income, grew by 3.6 per cent at constant prices, and if the increase is compared with production in the pre-plan years the improvement is more striking. Foodgrains, jute and sugar cane were nearing the targets set for the plan. Industrial output rose by 12 per cent. Prices rose only slightly. Earnings from exports went up by two per cent.

533. Papanek, G.F., Pakistan: The Development Miracle. Washington: Information Division, Embassy Pakistan, 1965.

534. Rahim, S.A., "Diffusion and Adoption of Agricultural Practices: A Study of the Pattern of Communication, Diffusion and Adoption of Improved Agricultural Practices in A Village in East Pakistan." Comila. Acad. Rur. Devlpmt. Tech, second edition, slightly revised, January 1963.

535. Shafi Niaz M., Study of Relationship Between Land Reforms and Community Development (Village Aid). Karachi: Government of Pakistan Press, 1965. (Agriculture and Food Section, Planning Commission, Government of Pakistan, Karachi.)

An historical review is provided of land reforms and the community development program in West Pakistan. This is followed by an analysis of field survey undertaken to test the hypothesis, whether, and to what extent, the cause of land reforms was assisted by the community development program, and conversely, whether or not the implementation of land reforms contributed to the success of the community development program. The study was undertaken early in 1961, and the data accordingly refer to that period. Caution is advised in the use of the conclusions due to the very small

535. (continued)

size of the sample, and various other limiting factors. The study indicated that tenants of all types were, to varying extents, generally aware of the land reforms introduced by the government from time to time. There was practically no evidence of the Village AID (Agricultural and Industrial Development) Organization playing any perceptible part in informing the farmers, nor was there evidence to suggest that educational campaigns were arranged by the organization to enlighten the farmers on various aspects of land reform. However, most of the land reforms were introduced before the Village AID program was launched in the areas studied, and there were a number of other reasons for its lack of impact. No positive relationship could be established between land reforms and Village AID. There was, however, evidence of a greater interest in the community development programs by the masses during the last year or two, especially in areas where tenants have become owners of land as a result of land reforms. This increased interest was due partly to the implementation of land reforms and partly to the efforts of program workers, since land reforms and the community development program have a common objective (the improvement of the economic and social conditions of the people). They should be complementary to each other. In fact it is shown that there has been practically no relationship between the two in the areas studied. It is, however, concluded that the information obtained and the conclusions emerging from the study can provide helpful guide-lines to ensure that these programs function complementarily to each other in future.

536. U.S. White House, Department of Interior Panel on Waterlogging and Salinity in West Pakistan, Report on Land and Water Development in the Indus Plain. Washington: 1964.

O. Formosa, Republic of China

537. Asian Technical Conference on Vocational Training for Industry, Rangoon, 1955. Exchange of Views on the Present State of Development of Vocational Training for Industry in Asian Countries. Paper Prepared by the Government of the Republic of China. Geneva: International Labor Organization, 1955.

537. (continued)

Summarizes the various aspects of vocational training for industry as it exists in the Republic of China, including organization, administration, teacher recruitment, qualifications and salaries, and the specific needs of industry. The types of school which offer such training and the different trades are also reviewed. Training begins between the ages of 12 and 18 for a three-year course at a junior vocational school after which a student can go on to the senior and higher technical institutions.

538. Colling, F., and T.S. Lu, Agricultural Extension Through the Farmers' Association in Taiwan, Republic of China. United Nations. Conference on the Application of Science and Technology for the Benefit of Less Developed Areas. (Working Papers, Agriculture) v.1. No. 12, September 21, 1962.

539. Tang, H.S., "The Rent Reduction and Land Purchase Program in Formosa." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings, Madison: University of Wisconsin Press, 1956, pp. 214-219.

540. Tsiang, Y.S., "Agricultural Development in Taiwan," Proceeding of Amer. Soc. Agron. Spec. 1: pp. 31-27, April 1963.

541. U.S. Bureau of International Programs, Economic Developments in Taiwan(Formosa) 1961. U.S. Bureau of Foreign Commerce and World Trade Information, April 1962.

P. Thailand

542. Bjorck, L., "Report to the Government of Thailand on Home Economics at Kasetsart University." Food and Agricultural Organization of the United Nations. Expanded Technical Assistance Program. FAO Report 1154, 1959.

543. Brown, L.R., "Agricultural Diversification and Economic Development in Thailand: A Case Study." U.S. Department of Agriculture Economics Report 8, March 1963.

544. International Bank for Recontstruction and Development, Mission to Thailand, A Public Development Program for Thailand. Baltimore: Johns Hopkins Press, 1959. (Report of a mission organized by the International Bank for Reconstruction and Development at the request of the Government of Thailand).

545. U.S. Agency for International Development, Thailand, Agricultural Development in Thailand, by O.J. Scoville, and A. Thieme. Bangkok: 1964.

VII. Middle East

A. Economic and Social Development

546. Middle East Conference on Training and Manpower Development, Teheran, 1959. Manpower Development in the Middle East: Papers and Conclusions. Teheran: Division of Economic Affairs, Plan Organization, 1960.

A conference on manpower development, attended by representatives of Iran and several Asian countries, was held in Teheran in 1959. Its purpose was to assess the work already done in this field and to enable the participants to exchange the benefits of their experience.

This publication contains the conclusions reached at the conference and the reports submitted; the latter are of three kinds: (1) general studies on manpower development, its aims and methods; (2) reports concerning the manpower situation in India, Jordan, Lebanon, Pakistan and the United Arab Republic; (3) several reports describing the work undertaken in Iran. In short, this publication gives a general outline of the first efforts made in several countries of the Middle East and Asia towards establishing and promoting a policy of manpower development. Problems concerning the relationship between manpower development and educational development are frequently referred to.

B. Agriculture and Development

547. Aktan, R. and C. Issawi, The Problem of Agricultural Taxation From the Point of View of Agricultural Development. Workshop Report No. 6. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

548. Bruce, V.W. and E.J. Gregory, "Administrative Requirements for the Planning and Implementation of Agricultural Development." Workshop on Organization and Administration of Agricultural Services in the Arab States, Cairo 1964. Report of a United Nations Workshop held at Cairo, United Arab Republic, March 2 to 15, 1964, pp. 94-100. 1964.

549. Dajani, N.I., Practical Problems in Carrying Out Planned Settlement. Paper delivered at the Center on Land Problems in the Near East Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

550. El-Ricaby, A. and M.R. Ghonemy, The Problems of Size of Holdings for Land Settlement and Development Programs. Workshop Report No. 1. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

551. Ghonemy, M.R. and S.G. Madiman, Community Development and Land Reform Programs. Workshop Report No. 7. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

552. Issawi, C., Policies and Measures to Supplement Land Reforms. Round Table Discussion Report No. 4. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

553. Parsons, K.H., The Concept of Land Reform. Paper delivered at the Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

554. West, Quentin M., Agricultural Development Programs of Iran, Iraq, and Sudan: Effects on Products Competitive With U.S. Farm Exports. Washington: U.S. Department of Agriculture, 1958.

C. Education and Development

555. Report on the First Near East Seminar on Higher and Intermediate Agricultural Education. Beirut, Lebanon, October 21-31, 1963. EPTA Rep. Food and Agricultural Organization of the United Nations, Rome No. 1802, 1964.

The purpose of the Seminar, which brought together 40 participants from ten countries, was to evaluate personnel needs in the food and agricultural fields and to examine the problems and requirements of agricultural education establishments with respect to the training of such personnel. It was also planned to lay down guidelines for the development of agricultural education in the region. The Seminar studied intermediate and higher education and the various aspects of demand for qualified personnel, taking all food and agricultural fields into account. In its report, it sought to make a sound estimate of training needs, with a view to encouraging and assisting member states to establish agricultural education in the Near East, the planning of agricultural education, problems inherent in intermediate and higher agricultural education, and the question of technical assistance in the field of agricultural education.

556. Shaheen, Abbas Attia, Technical and Vocational Teacher From a Pedagogic Point of View. Cairo: Ministry of Education, 1957.

This paper was prepared for the Conference on Vocational and Technical Education for Arab States of the Middle East, which was held in Cairo in 1957. It discusses the importance of industrial and vocational education and reviews the historical background of the subject and progress made. In Part II the author briefly summarizes the systems and methods of training teachers, and in Part III he reviews the branches of knowledge with which a teacher should be acquainted. Certain forms used by teachers as aids in the teaching of vocational industrial subjects are included.

557. United Nations Educational, Scientific, and Cultural Organization, Conference of Representatives of Ministries of Education of Arab Member States of Unesco on the Needs of Educational Development, Beirut, February 9-13, 1960. Report. Paris.

This report opens with a description of educational development in the Arab countries during the period 1950 to 1959. It draws attention to the need for a balanced development of national educational systems and lists the essential auxiliary services required for planning. Five problems requiring special attention are then examined: curricula and textbooks, the provision of school services, school buildings and staff, and budget and financing. The report concludes with a restatement of needs and an examination of the possibilities for regional action.

The report also contains the text of the resolution adopted by the conference. This resolution relates to the need for planning, the aims to be pursued, and the methods to be adopted in joint regional action by Arab countries in this field, with assistance from Unesco.

D. Iran

558. Ahari, H. and V.W. Johnson, Agricultural Bank of Iran, Tehran. The Agricultural Bank of Iran in an expanding economy, Rev. Tehran: 1961.

559. Alam, A., "The Land Tenure Situation in Iran." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 95-103.

560. Hendricks, H.E., "Agricultural Development in Iran in Relation to Credit." Country Seminar on Agriculture and Cooperative Credit Report 1: pp. 100, 111, 1959. Published 1960.

561. Implementation of Iran's Land Reform Program Opens, March 12, 1962. Tehran: 1962.

562. Johnson, V.W., "Agricultural Credit in Relation to Credit Problems in Iran." Country Seminar on Agriculture and Cooperative Credit Report 1: pp. 112-128. Published 1960.

563. Najjar, H., Report to the Government of Iran on Agricultural Extension. 1959. (FAO. Expanded Technical Assistant Program. FAO Rep. No. 1073).

564. Parviz, A., "The Program of the Ministry of Agriculture in the Economic Development of Iran." Country Seminar on Agriculture and Cooperative Credit Report 1: pp.182-188, 1959. Published 1960.

565. U.S. Agency for International Development, Agriculture Division, Annual Report, 1963; U.S. AID/Iran. Published 1964.

E. Iraq

566. Iraq, Conference on Vocational and Technical Education in the Arab Sates of the Middle East, Cairo, 1957, Report of the Government of the Kingdom of Iraq on Vocational and Technical Education in Iraq. Cairo: Ministry of Education, 1957.

This paper consists of four parts: agricultural education, industrial education, commercial education, and home economics. Each part begins with a short historical summary and then describes each type of education. According to this report, Iraq has ten agricultural schools with an enrolment of 623 students, four trade and four industrial schools with a total enrolment of 155 students, 15 commercial schools with an enrolment of 2,201 students, and six schools for the teaching of home economics with an enrolment of 1,110 students. Curricula for the different schools are given.

The main difficulties are listed as follows: shortage of specialized school-mistresses; shortage of suitable premises and equipment; absence of suitable texbooks; and faulty curriculum.

F. Israel

567. Bonne, A., "Major Aspects of Land Tenure and Rural Social Structure in Israel." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press. 1956, pp. 111-117.

568. Lowe, Y., Agricultural and Economic Aspects of Kibbutzim. Study of Israel. Study Group on Problems on Individual and Group Settlement, April-May 1956. Rome: Food and Agricultural Organization of the United Nations, 1956.

569. Weaver, Jack, Agricultural and Home Making Education in Israel Schools. Jerusalem: United States Operations Mission, 1959. (Report by an agricultural adviser).

G. Jordan

570. Cheesman, W.J.W., "Report to the Government of Jordan on the Founding of the Jordan Cooperative Central Union Ltd. and Future Cooperative Possibilities in Jordan." Food and Agricultural Organization of the United Nations. Expanded Technical Assistance Program. FAO Report 1161, 1959.

571. Jordan, Conference on Vocational and Technical Education in the Arab States of the Middle East, Cairo, 1957, Report of the Hashemite Kingdom of Jordan on Vocational and Technical Education in Jordan. Cairo: Ministry of Education, 1957.

This report reviews the progress made in the fields of industrial, agricultural, home economics and commercial education in Jordan. It states that there are seven technical schools in the country, one governmental and six private. Entrance requirements for the Government school are that candidates must have successfully completed their third year in secondary school and be not more than 17 years of age. The duration of the course in this school is three years. Vocational training programs for employed adult workers are given at the school in the evenings for a period of ten weeks. There are also special summer courses for the training of teachers engaged in instructing at the junior secondary schools, and for the training of students in industry.

Commerical education was started in Jordan in 1950. It is reported that courses are now given in 31 schools and that the total enrolment for the 1956-1957 school year was 4,057 pupils.

572. Qureshi, A.I., "System of Land Tenure and Taxation in Jordan." Land Systems in the Middle East. Washington: International Monetary Fund, 1954.

H. Kuwait

573. International Bank for Reconstruction and Development, The Economic Development of Kuwait: Report of a Mission. New York, N.Y. 10016: Paragon Book Gallery, Ltd.

I. Lebanon

574. Fetter, G.C., Attitudes Toward Selected Aspects of Rural Life and Technological Change Among Central Beka's Farmers. Amer U. Beirut, Facul. Agr. Sci., June 1961.

J. Syria

575. El-Ricaby, A., "Land Tenure in Syria." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 84-95.

576. Syria, Conference on Vocational and Technical Education for the Arab States of the Middle East, Cairo, 1957, Report of the Government of the Republic of Syria on Vocational and Technical Education in Syria. Cairo: Ministry of Education, 1957.

577. Syria, Ministry of Education, Almarum 1524, 1954. (Rural Education Decree.) Damascus, 1954.

The paper consists of eight articles setting out the aims of rural education, giving a definition of the rural school and the conditions under which primary schools should be changed with rural schools and pointing out the necessity of spreading and consolidating rural education all over Syria.

K. Turkey

578. Saro, Omar Celal, Education in Countries in Process of Development: Experience of Turkey. Paper given at the International Economic Association Conference on the Economics of Education, Menthon St. Bernard, August 29 - September 7, 1963.

The paper contains a brief description of the educational system in Turkey, with indications of some of the particular educational problems faced, the degree of success in overcoming them, and consequent proposals for modification of the educational system.

579. Sargut, I.A., "The Program of Agricultural Development in Turkey." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 117-122.

580. Turgay, S.N., Land Distribution and Settlement Projects in Turkey. Country Project No. 7. Center on Land Problems in the Near East, Salahuddin, Iraq, 1955. Rome: Food and Agricultural Organization of the United Nations, 1956.

581. Turkey, Ministry of Reconstruction and Resettlement, Elazig-Keban Region - Regional Economic and Social Development Plan and Land-Use. Ankara: (1964?).

The Elazig-Keban region covers four provinces, Elazig, Malatya, Tunceli, Bingol in East Anatolia, Turkey, with a total area of 40,435 sq. km. and a population of about one million people, of which 46.5 per cent are under the age of fourteen. About 83 per cent (1960) of its population is engaged in agriculture, mainly on a subsistence level, and the average annual income is estimated at $120 per caput. At present this area accounts for 2.5 per cent of Turkey's total grain output, 5 per cent of the livestock produced, 60 and 75 per cent of the copper and lead production respectively. The main aim of the area development plan is the building of the Keban dam in the Euphrate valley. Total costs are estimated at $250 million, i.e. one fourth of the annual national budget. Targets for the general economic and social improvement of these

581. (continued)

regions are: (1) an increase of non-farm income through industrialization; (2) a quicker rise in industrial than in agricultural output; (3) the transfer of 100,000 families from agriculture to industry; (4) creation of 150,000 non-agricultural working places; and (5) investments of $1,000 million over 20 years at a ratio of 1:4 for agriculture and industry.

582. U.S. International Cooperation Administration, Operations Mission to Turkey, Agricultural Extension in Turkey: An Appraisal of the Agricultural Extension Organization in Turkey with Certain Recommendations for its Further Development. Ankara, 1960.

L. United Arab Republic

583. Mustapha, Hassan, Education Planning and Teacher Training. Cairo: United Arab Republic Institute of National Planning, 1961. (Report No. 101).

Part one is concerned with a review of educational progress between 1953 and 1960 which includes most of the period of the first five-year plans begun in 1956, and relation of this to the provisions of the record five-year plan, begun in 1959. Then the first year's progress of the second plan is considered, and proposals for policy changes to permit fulfillment of the plan are made. Part two is a more detailed exposition of the second five-year plan's provisions.

584. United Arab Republic, Ministry of Education, Report on the Planning of General Secondary Education Curricula in the United Arab Republic. Cairo: 1960.

The report deals chiefly with curricula planning and revision in the United Arab Republic. This report was submitted to the 23rd International Education Conference at Geneva (1960).

585. United Nations, Economic and Social Council, Technical Assistance Committee, 1961-1962 Expanded Program of Technical Assistance for the United Arab Republic - Egyptian Reaction. Cairo: 1961.

VIII. Latin America

A. Economic and Social Development - General

586. de Vries, Egbert and Jose Medina Echavarria, (eds.), *Social Aspects of Economic Development in Latin America.* New York, N.Y.: Unesco, 1963, Volume 1.

This is Volume 1 of a UNESCO study, in four Parts and sixteen Chapters with a foreword and introduction by the editors. Part I - The Situation in Latin America, presents (1) A Theorectical Model of Development Applicable to Latin America, by J. M. Echavarria; (2) Requirements for Rapid Economic and Social Development: The View of the Historian and Sociologist, by J. Lambert; (3) SA 0911-B5189, by R. Vedemans and J. L. Segundo; and (4) Population Growth and Structure; A Socio Demographic Study, by D. Glass. Part II - Prerequisites for Rapid Economic Development, includes: (5) Economic Development and Problems of Social Change in Latin America, by J. Ahumada, (6) Requirements for Rapid Economic Development in Latin America: the View of an Economist, by B. Higgins; (7) Requirements for Rapid Economic and Social Development: An Economist's Point of View, by F. Pazos; and (8) Pattern and Rate of Development: in Latin America, by F. Fernandes. III-The Strategy of Development Programming, contains: (9) The Strategy of Fostering Social Mobility, by G. Germani; (10) The Strategy of Fostering performance and Responsibility, by W. E. Moore; (11) Programmed Economic Development and Political Organization, by D. C. Villegas; and (12) The Relationship Between Economic and Social Programming in Latin America, by J. C. Abegglen. IV-Role of Education, Administration and Research Development, presents: (13) The Educational Situation and Requirements in Latin America, by O. Vera; (14) Education and Development in Latin America, by J. R. Moreira, (15) SA 0624-B5080, by H. Emmerich; and (16) Priority Areas for Social Research in Latin America, by W. Bazzanella. Appendices.

J

587. United Nations Education, Scientific, and Cultural Organization, *et al.* *The Demographic, Economic, Social, and Educational Situation in Latin America.* U.N. Economic and Social Council, Santiago, Chile, February 19, 1962. Conference on Education and Economic and Social Development in Latin America.

587. (continued)

A survey of the demographic, economic and social situations in Latin America and their influence on educational needs. Hence an integrated approach to the planning of education and of development.

588. Wagley, C., "The Dilemma of the Latin American Middle Classes." Proceedings of the Academy of Political Science 27 (4), May 1964: pp. 2-10.

The middle classes of Latin America exhibit some common aspirations, such as the desire for increase in both the quantity and quality of public services and the recognition of the necessity for economic development. These aspirations contrast, however, with the political and social realities of their environment. This dilemma between the dream and reality has produced in these middle classes the feeling of frustration. However, their precarious economic position acts to discourage their endangering the status quo, by supporting revolutions, which may seem the inevitable result of this frustration. The prevalence of military juntas throughout Latin America is in part attributable to the acquiescence of these middle classes in regimes which claim to stabilize the status quo.

B. Agriculture and Development

589. Allee, R.H., "Education and Training for Agronomic Development in Latin America." Soil and Crop Sci. Soc. Fla. Proceedings, 18: pp. 63-69, 1958.

590. Arca-Parro, A., "Land Tenure Problems Rooted in the Ethnic History of Latin America," International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 277-283.

591. Brahamananda, P.R., "Agricultural Versus Industrial Development," Economic Development for Latin America. Proceedings of a conference held by the International Economic Association, Howard S. Ellis (ed.). London, New York: 1961, pp. 399-429.

The object of this paper is to examine the nature of the

591. (continued)

factors affecting the relative priority of agricultural investment in a program of economic development. The analysis deals with over-populated, under-developed countries. The demand for and supply of agricultural commodities is examined from the point of view of the pressures created during a program of increased investment outlay. An appendix deals in more detail with agricultural investment and planning experience in India."

592. Carroll, T.F., Land Tenure and Land Reform in Latin America: A Selective Annotated Bibliography. Washington, D.C.: Inter-American Development Bank, 1962.

593. United Nations, Towards a Dynamic Development Policy for Latin America. New York: 1963. (Paper includes agricultural policy and land reform).

C. Education and Development

594. Harrison, J.P., "Learning and Politics in Latin American Universities." Proceedings of Academy of Political Science 27(4), May 1964: pp. 23-34.

By studying the origins of the university reform movement in Latin America from 1918, we can gain insights into the political activities and attitudes of present-day university students of that continent. By directing itself at facilitating university entrance to sections of the community beyond the upper classes, the movement made universities stages in the overall process of social reform. Students regard themselves as the vanguard of this process and assume the attendant political responsibilities. The lack of a reform of instructional standards in these Universities is viewed with little trepidation, since to deal more effectively with current problems would be to aid the, as yet, "unreformed" ruling political elite. This pattern, however, is not uniform, for some parts of this ruling oligarchy have recognized the more immediate needs of society and have sponsored several more efficient and appropriate institutions.

594. (continued)

The products of these institutions are liable to be more competent in dealing with society's problems than graduates of the "traditional" and "reformed" universities. Since the more efficient institutions draw students from the upper classes, it appears the political elite will remain in the hands of the very social class which the 1918 reformers have struggled against for almost fifty years.

595. Organization of American States, Development of Education in Latin America: Prospects for the future. Washington, D.C., OAS, 1963. (Document 6 at the Third Inter-American Meeting of Ministers of Education, May 29, 1963, originally published in Spanish).

This important Report recognizes an appropriate educational system as the basic condition for the development of Latin America which is the aim of the Alliance for Progress. Accordingly this review of the educational situation in Latin America specifies areas for priority action if the educational system is to make its proper contribution to Latin American development.

596. United Nations Educational, Scientific, and Cultural Organization, A Basis for an Estimate of Educational Targets for Latin America and Financial Resources Needed to Meet Them: A Statistical Paper. Paris: 1962. (Information document prepared by the Secretariat of Unesco for examination by the committees of the Conference on Education and Economic and Social Development in Latin America, held at Santiago, Chile, from March 5 to 19, 1962).

597. United Nations Educational, Scientific, and Cultural Organization, and other agencies, Conference on Economic and Social Development in Latin America. Santiago, March 5 to 19, 1962. Final Report. Paris: 1962.

This report includes details of the attendance, proceedings and organization of work at the conference, a summary of the discussions and conclusions, and the text of the recommendations. Annexes give the list of participants, the inaugural addresses, titles of the working papers presented, and the study on which discussions

597. (continued)

were chiefly based: The Demographic, Economic, Social and Educational Situation in Latin America.

The conference was sponsored jointly by Unesco within the framework of its Major Project on the Extension and Improvement of Primary Education in Latin America and by the United Nations Economic Commission for Latin America, the United Nations Bureau of Social Affairs and the Organization of American States, with the participation of the International Labor Organization and the United Nations Food and Agriculture Organization.

Four major problems were considered: (1) social and economic factors affecting educational development; (2) extension and improvement of education in relation to economic and social development; (3) integration of educational planning with economic and social planning; (4) international cooperation for the promotion and implementation of educational plans in relation to economic and social development.

A number of recommendations were adopted, including the 'Santiago Declaration', which constitutes the conference's main achievement. Among other proposals, the 'Santiago Declaration' recommends that the countries of Latin America should strive towards a situation in which Latin America as a whole can devote not less than 4% of its gross product to education, it being understood that the countries that are now substantially below that level shall endeavor to increase the present proportion by at least 1% by 1965 and a further 1% by 1970.

598. Wolfe, Marshall, Planning of Education in Relation to Socio-Economic Development. U.N. Economic and Social Council, Santiago, Chile, December 6, 1961. (Limited distribution) (Conference on Education and Economic and Social Development in Latin America).

The paper contains introductory remarks on the relevance of planning of the different levels of education in relation to development, and factors to be considered.

D. Technical Exchange and Assistance

599. Shafer, Robert J., Director, Latin American Program, Maxwell School, The Servicio Experience: The Past and Prospects of Joint Operations in Technical Assistance, Technical Assistance Research Project, Syracuse University.

E. Bolivia

600. Heath, D.B., "Successes and Shortcomings of Agrarian Reform in Bolivia." Wisconsin University Land Tenure Center Discussion Paper 2: pp. 16-23, May 1963.

601. Wisconsin University Land Tenure Center, "Land Reform in Bolivia: An Informal Discussion." Wisconsin University Land Tenure Center Discussion Paper 2: pp. 4-15, May 1963.

F. Brazil

602. Brazil, Presidencia, Three-Year Plan for Economic and Social Development, 1963-1965. Lucas, Brazil: 1962.

603. Paiva, Ruy Miller, "The Role of Agriculture in Economic Development: Country Experiences (2) Brazil." Eleventh International Conference of Agricultural Economists Proceedings, Cuernavaca, 1961. London: Oxford University Press, 1963, pp. 220-226, 274.

Brazil's economy was formerly characterized by the contrast between an export sector with a satisfactory income level and a subsistence sector with low productivity. The author found Brazil's recent rate of growth favorable, its inflation--seen from the inside--not so bad, its balance of payments problem serious. Two measures which played a fundamental role in changing the country's rate of economic growth were: (1) the measures taken to benefit coffee during the crisis of 1930, and (2) the adoption of a system of exchange control, through which a part of the income from the export sector is channelled to subsidize domestic activites considered important for economic development.

604. U.S. Department of Agriculture, Economic Research Service, Agriculture and Rural Development in Brazil: A Review of the U. S. AID Program, USDA Survey Team Report. Washington: 1963.

605. U.S. International Cooperation Administration, Operations Mission to Brazil, Food and Agriculture Division, 1959 Report, 1960.

G. British Guiana

606. Germanacos, C.L., et al. Report of the Unesco Educational Survey Mission to British Guiana. Paris: Unesco, June 1963.

In the absence of any economic plan the Report attempts to survey and make proposals for the improvement of the educational system in close relation with potential economic development, and suggests the need for reformulation of Government proposals in relation to the resources available for their fulfillment. Hence the Report is designed to act as a basis on which an educational plan closely related to development needs can be formulated. Appendix I gives detailed proposals for an educational planning unity, and other planning activities.

H. Chile

607. Astorga, J.R., "Land Tenure Problems in Chile." International Conference on Land Tenure and Related Problems in World Agriculture, 1951, Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 246-250.

608. Blitz, Rudolph C., Some Observations on the Chilean Education System, and Its Relation to Economic Growth. Chicago, Committee on Economic Growth, Social Science Research Council, 1963. (Classified 'restricted') (Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, April 4-6, 1963.).

The main part of this paper describes the Chilean educational pyramid, and offers reasons for the high rate of wastage illustrated.

I. Colombia

609. Bernal, P., "Land Tenure Problems of Colombia." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 289-293.

610. Ehiteford, A.H., "Social Change in Popayan." Wisconsin University Land Tenure Center Discussion Paper 4: pp. 12-17, November 1963.

611. Phelan, J., "Prospects for Political Stability in Colombia." Wisconsin University Land Center Discussion Paper 1: pp. 4-9, January 1963. (Paper includes discussion by C.W. Anderson, W. Glade, and G. Wood).

612. United Nations Educational, Scientific, and Cultural Organization, AID, IBRD, Recommendations for Educational Planning. A report to the Minister of Education, Republic of Colombia. No publisher, February 8, 1963.

The report discusses the functioning of the educational planning office in Colombia, and reviews the shortcomings of existing educational provisions. It makes proposals for reorganizing the Planning Office, and about subjects for its study.

J. Honduras

613. Di Franco, J. and R.A. Clifford, Analytical Study of the Extension Service of Honduras. Status Report 1962. Turrialba: Inter-American Institute of Agricultural Sciences, September 1962.

A follow-up analysis of the recommendations made in a previous report on Honduras extension services. An evaluation is made, a year after submitting the first report, of the work achieved in implementing each recommendations. There have been sincere intentions to strengthen personnel and administration.

K. Jamaica

614. Jamaica, Ministry of Agriculture and Lands, The Agricultural Development Program, 1960-1965. Kingston: 1960. (Ministry Paper No. 42).

615. Jamaica, A National Plan for Jamaica, 1957-1967. Kingston: The Government Printer, 1957.

The development of agriculture and of education are the chief concerns of the plan. The main educational targets are as follows: to extend primary education to all children between the ages of 7 and 11 within the next five years; to extend post-primary education as widely as possible in order to train the qualified manpower the country needs and, by means of a system of grants and exemption from school fees, etc., to make such education available to all children capable of profiting by it.

The plan specifies the means by which these objectives can be attained, the overall cost for a period of ten years and also the cost per annum for the first three years.

The training of specialized personnel of certain categories is dealt with in the chapters relating to the corresponding types of activity as well as in a general chapter on vocational training.

L. Panama and Mexico

616. Ducoff, Louis J., Human Resources of Central America, Panama, and Mexico, 1950-1980, in Relation to Some Aspects of Economic Development. New York: United Nations, 1960.

A study of the relation between demographic factors and economic development which includes reference to the human resource and educational factors involved, and provides much data from which the formulation of regional educational plans could begin.

M. Paraguay

617. Pan American Union, Department of Cultural Affairs, Division of Education, Vocational Education in Paraguay. Washington, D.C.: 1951.

Report prepared in answer to a questionnaire sent out by the Pan American Union in 1950. Part three begins with a brief history of vocational education, followed by a review of industrial education based on an occupational survey conducted in 1949 in four large cities of Paraguay. There are statistical data on the number of employees in the various occupations and the number still needed, entrance requirements, etc. Only one technical vocational school exists, but there are a number of specialized schools for agriculture, dress-making, business training etc. Pupils must have completed their elementary education and be at least 16 years of age in order to enter these schools. Teaching time is allocated to the various subjects and to practical work in the proportion of 70 per cent practical to 30 per cent theoretical.

618. Romero, C., "Review of the Tenure Situation in Paraguay and an Integrated Land Reform Program." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 257-263.

N. Peru

619. Food and Agriculture Organization of the United Nations, The Agricultural Development of Peru. Part II, Detailed Report. Washington, D.C.: 1959.

620. Ponce de Leon, F., "The Problem of Land Ownership in Peru." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 263-277.

O. Uruguay

621. Llovet, E., "Agricultural Production and Some Land Tenure Problems in Uruguay." International Conference on Land Tenure and Related Problems in World Agriculture, 1951. Land Tenure. Proceedings. Madison: University of Wisconsin Press, 1956, pp. 250-257.

P. Venezuela

622. Mission to Venezuela, The Economic Development of Venezuela: Report of a Mission. Baltimore: Johns Hopkins Press, 1961.

IX. Pacific Islands and Australia - New Zealand

A. Australia

623. Australia, Commonwealth Office of Education, Education by Correspondence in Australia. Sydney: 1958.

624. Davenport, William (Yale University, New Haven, Connecticut), "When a Primitive and a Civilized Money Meet," AES Proceedings of the 1961 Annual Spring Meeting of the American Ethnological Society, Viola E. Garfield (ed.), January 64-68.

> The manufacture, Valuation, and circulation of a currency made of feathers in the Santa Cruz Islands of the southwest Pacific is described. In recent years more and more Australian money has come to circulate alongside and completely convertible with the native feather money. While this appears to be a simple acultruative situation where a European money is replacing the local money because of a utilitarian preference for the former, the use of the two competing currencies has actually created a monetary crisis in which feather currency is increasing in value and Australian money is decreasing. According to Gresham's Law, the more valuable of the two is being hoarded and withdrawn from circulation, thus making way for more Australian money to circulate.

B. New Zealand

625. Jacoby, E.C., Methods of School Enrolment Projection. Paris: Unesco, 1959. (Educational studies and documents).

School enrolment projection is an essential component of educational planning. The present publication is not a manual but a case study based on the experience of the author, a statistician in the New Zealand Department of Education. He first makes a number of general observations and points out, in particular, that planning is necessary if all children of school age and all students are to be enrolled in educational establishments. He explains several of the terms used in his study. He then describes certain methods which can be used for school enrolment projection, and he explains and appraises the ways in which they have been applied in New Zealand. Since conditions in New Zealand are particularly favorable for statistical work, the author devotes his last chapter to the study of countries in which projections are much more difficult because, on the one hand, school enrolment is only partial and, on the other hand, the basic statistics necessary for such projections are uncertain and incomplete. In this connexion, he discusses the situation in New Zealand during the Nineteenth century and the present situation in Western Samoa.

C. Papua and New Guinea

626. International Bank for Reconstruction and Development, The Economic Development of the Territory of Papua and New Guinea. Baltimore: Johns Hopkins Press, 1965.

This report, prepared at the request of the Government of Australia, comprises the views and recommendations of an economic survey mission of ten specialists who visited Papua and New Guinea from early June to early September 1963. Its three guiding principles were: (1) concentration of effort in those areas where the prospective return is highest; (2) the selection of standards suitable to the territory; and (3) the need to foster greater responsibilities among the population. The report covers the main sectors of the economy and includes a summary of the major objectives, principles and conditions for

626. (continued)

implementation underlying the mission's program the main recommendations and the budgetary implications.

X. Europe

A. Hungary

627. Hungary, Department of Primary Education, Instructions for Teachers Responsible for Study Groups of Pupils in Classes I-VIII of General Primary Schools. Budapest: Publications of courses in higher education, 1959-1961, 3 volumes.

B. Norway

628. Hove, Olav, An Outline of Norwegian Education. Second revised edition. Oslo: Royal Norwegian Ministry of Foreign Affairs, Office of Cultural Relations and the Royal Norwegian Ministry of Church and Education, 1958.

A thorough survey of the Norwegian school system, its adminstration and organization. Describes the different types of schools in separate chapters.

629. Kirke, og undervisningsdepartementet. Planlegging og bygging av skolehus. Instilling fra Komiteen for undervisningsbygg. Oslo Grondahl, 1960.

A report of the Committee for School Buildings on the planning and building of schools. Special paragraphs deal with the undivided school.

C. Union of the Soviet Socialist Republics

630. Bergson, A., "The Conference on Soviet Economic Growth: Conditions and Perspectives," Social Science Research Council Items. Menasha, Wisconsin: September 1952, No. 6, pp. 29-33.

631. USSR, Central Committee, Materialy XXII S'ezda KPSS. Moscow, Gospolitizdat, 1961.

This compilation contains the report of the Central Committee of the Communist Party of the Soviet Union to the 22nd Congress of the Party, and N.S. Khrushchev's report and concluding speech on the program of the Communist Party of the Soviet Union, which deal, inter alia, with the results already achieved in the field of education and with the future development of education in the next twenty years.

D. United Kingdom (Great Britain)

632. Great Britian, Ministry of Education, Schools and the Countryside. London: Her Majesty's Stationery Office, 1958. (Pamphlet no. 35).

633. United Kingdom, Teachers and Youth Leaders. London: HMSO, 1944.

This report considers the supply, recruitment and training of teachers and youth leaders, a matter of particular importance in view of the proposal adopted in the Education Act of 1944 to raise the school leaving age by one year, thus creating a large and sudden demand for teachers. The report considers and makes proposals for widening the field of recruitment, improving the salary and recognition of teachers in primary and secondary schools, establishing a Central Training Council. Other proposals concern the setting up of regional training centers, with specific recommendations as to their size, location and facilities, their curricula and staffing, the testing of students and the responsibility of local education authorities for school practice.

634. Great Britain, Ministry of Education, Report of the Second Commonwealth Education Conference. London: Her Majesty's Stationery Office, 1962.

635. United Kingdom, Board of Education, The Education of the Adolescent (The Hadow Report). London: HMSO, 1927.

This report contains a review of the development of higher primary education from the beginning of the Nineteenth

635. (continue)

century, states the present problems encountered in the education of the adolescent and makes recommendations for their solution. These cover types of schools designed to cater for the adolescent - their curricula, staffing and equipment; the admission of children, the question of a leaving examination and administrative problems.

636. United Kingdom, Central Advisory Council for Education - England, 15 to 18 (The Crowther Report). London: Her Majesty's Stationery Office, 1959-1960, 2 volumes.

This report reaffirms the necessity of carrying into effect two provisions of the Education Act of 1944 so far unfulfilled - the raising of the school leaving age to 16 and the creation of county colleges for compulsory part-time education to 18. It recommends that extended courses beyond the age of 15 should be made available for all school pupils, and that no pupil who has the ability to attempt some of the subjects in the General Certificate of Education examination should be denied the opportunity to do so.

637. United Kingdom, Laws, Statutes. etc., Education Act, 1944. London: HMSO, 1944.

As is to be expected of an act passed in time of war, when people were deeply concerned with reviewing the values upon which their national life was based, and indeed some of their hopes for the future, this act contains considered proposals for far-reaching reforms. Administratively it establishes a national Ministry of Education with much greater powers than those held by the previous Board of Education. It places upon the parent the responsibility of seeing that his child receives efficient full-time education suitable to his age, ability and aptitude; it places upon the local authorities the responsibility of contributing towards the spiritual, moral, mental and physical development of the community, by ensuring that efficient education throughout all three stages is made available without charge. It raises the upper limit for compulsory schooling from 14 to 15 and provides for raising it later to 16. It provides for education to be organized in three progressive stages to be known as primary, secondary and further education. This act

637. (continued)

embodied many reforms and developments suggested in previous official publications and gave rise to a number of proposals published subsequently concerning different sectors of education.

638. United Kingdom, Ministry of Education, Challenge and Response. London: Her Majesty's Stationery Office, 1950.

An account of the production, nature, implementation and results of the national post-war plan for the emergency training of teachers to meet both the deficit of trained teachers which had accumulated during the war years and the new demands caused by the raising of the school leaving age from 14 to 15.

639. United Kingdom, Ministry of Education, The Future Development of Higher Technical Education. London: Her Majesty's Stationery Office, 1950.

Considers briefly the nature and extent of existing educational provision for higher technical education; essential requirements for the development of education for technologists in technical colleges, the desirability of establishing a national College of Technologists and its functions, nature, constitution, awards and financing.

640. United Kingdom, The Organization and Finance of Adult Education in England and Wales (1954). London: Her Majesty's Stationery Office, 1954.

This report recommends the continuance of the existing partnership in adult education between voluntary bodies, universities, local education authorities and the Ministry of Education, and considers their respective responsibilities. Grants should be made available after consideration of the quality and standards of the work accomplished by the responsible body as well as its proposed program, the needs of the region in which it operates and the activities of other interested bodies in the region. The present arrangement whereby the ministry helps to pay only teaching costs and not administrative costs should continue.

641. United Kingdom, Secondary Education with Special Reference to Grammar Schools and Technical High Schools. London: Her Majesty's Stationery Office, 1950.

This report, as its title indicates, deals with the first and third of the three types of school - grammar, modern and technical - envisaged by the Hadow Report. An 80-page historical sketch of the development of the traditional curriculum is followed by a review of the present provision for secondary and junior technical education, a brief outline of the more salient features of the physical and mental development of children between the ages of 11 plus and 16 plus, consideration of what should be the curriculum of the grammar school, the nature of the school certificate examination, the nature and functions of technical high schools and other technical schools, and administrative problems.

642. United Kingdom, The Supply and Training of Teachers for Technical Colleges. London: Her Majesty's Stationery Office, 1957.

This report states the need for a large increase in the full-time and part-time staffing of technical colleges. Proposals are made for a new cooperative relationship between industry and the technical colleges and recommendations concerning how economies may be effected in the use of staff, the place of part-time teachers, the qualifications required for teaching in various types of courses, salaries, pensions, hours of work, research and consultant work and opportunities for training and further study. The establishment of a Staff College is recommended and the inclusion of technical education in University Departments of Education.

643. United Kingdom, The Training of Teachers. London: Her Majesty's Stationery Office, 1957.

This pamphlet outlines the considerations which were taken into account when the decision was made to lengthen the general course of teacher training from two years to three. It deals with such matters as the calibre of the students entering training colleges, the relation between the vocational and cultural aims of the course, the variety of courses offered, the content of the curriculum and its relation to the needs of primary and secondary schools, the size of the colleges, and examinations.

644. United Kingdom, Youth Services in England and Wales (The Albermarle Report). London: Her Majesty's Stationery Office, 1960.

The terms of reference were 'To review the contribution which the Youth Service of England and Wales can make in assisting young people to play their part in the life of the community, in the light of changing social and industrial conditions and of current trends in other branches of the education services; and to advise according to what priorities best value can be obtained for the money spent.'

The report recommends a ten-year development program, divided into two stages of five years each.

E. Yugoslavia

645. Moric, E., The Planning of Educational Expansion in Yugoslavia. Conference on economic growth and investment in education, Washington, 1961. Working document, Paris: OEEC, 1961.

This report was submitted to the Washington conference on economic growth and investment in education. It gives an account of the principles and methods followed in the process of planning the development of education in Yugoslavia, the bodies responsible for such planning and the manner in which it is integrated with the overall economic and social planning. The five-year plans deal chiefly with school enrolment, premises, teaching staff, capital expenditure and operational costs.

One section of the report describes the new system adopted for financing the plan.

An appendix contains several statistical tables illustrating the progress achieved in education during the last few years as compared with the pre-war situation. Other tables give the overall forecasts of the 1961-1965 plan.

646. United Nations, Organization for Economic Cooperation and Development, Policies for Science and Education. Country Reviews: Yugoslavia. Paris: Organisation for Economic Cooperation and Development, 1962, pp. 0, 62.

647. Yugoslavia, General Law on Education in Yugoslavia. Beograd, Jugoslavija, 1959.

This publication gives the text both of the general law on education which marked an important stage in the reform of the Yugoslav school system, and also of the explanatory memorandum with which the draft law was presented to the Federal People's Assembly.

This law is the outcome of numerous studies and experiments which are mentioned in the explanatory memorandum. It was preceded by partial reforms. Its aim is to meet the requirements of the country's political, social and economic development, and to establish a homogeneous, flexible and genuinely democratic school system. That system comprises not only ordinary schools, but also institutions providing vocational training and further training for adults.

After stating the fundamental principles and aims of education, the law lays down rules for the structure of the school system and of its component parts, the organization of school life and work, and the part to be played by the school committees and the various people's committees and their administrative organs in the community management of the schools, on which the new organization is based.

F. Mediterranean Area

648. United Nations, Food and Agriculture Organization, FAO Mediterranean Development Project; The Integrated Development of Mediterranean Agriculture and Forestry in Relation to Economic Growth: A Study and Proposals for Action. Rome: 1959.

XI. Canada and the United States

A. Canada

649. High, N.H., D.L. Parks, and L.C. Paul, Symposium on Rural Extension for Canada: Present and Future. Part I-III. Agriculture Institute of Canada (ed.), 1960.

650. Hodgins. S.R.N., "Recent Developments in Agricultural Extension Work in Canada." Agricultural Advisory Services in Europe and North America 1957. Project No. 395/A. Report of the international working conference of directors and senior officers of agricultural advisory services in member and associate countries, held at OEEC Headquarters, Paris, in June 1957. Paris: EPA/OEEC, 1958, pp. 89-96.

B. United States - Education

651. Adams Sargent Report, AID - University Relations (Adams Sargent Report), 1963.

652. Bell Report, Report to the President on Government Contracting for Research and Development (The Bell Report), 1962.

653. Bloomington Conference on the Impact of University Contracts on the American University, Education and Foreign Operations, volume 9, November 1958.

654. Skolmikoff Study, AID Contractual Relations with Universities (Skolmikoff Study), 1962.